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ABSTRACT

Focusing on the occupational clusters of health, hospitality and recreation, this unit entitled "Restaurant Industry" is one of four grade 3 units which are part of a total set of twenty-seven career development curriculum units for grades K-6. This unit is organized into four sections. Section 1 identifies two career development-centered curriculum (CDCC) elements (e.g., life-role understanding), four career development themes (e.g., understanding the relationship of education to life-roles), six unit goals (e.g., become aware of the different characteristics of food), and six performance objectives (e.g., categorize a list of ten foods according to the four basic food groups). Also included in Section I are evaluation procedures (pre- and post-assessment and evaluation tabulation forms) for the unit. Section II describes teaching strategies for four unit subtopics (capsules) and includes suggested resources for teaching each one. Capsule topics include workers, setting up a restaurant and role-playing, and optional related activities. Section III contains eighteen reference sheets and section IV contains thirty-two activity sheets for students' use. (CT)

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RESTAURANT INDUSTRY

Grade Three

(Third Edition)

one in a series
of

CAREER DEVELOPMENT CURRICULUM UNITS

for the

ELEMENTARY CLASSROOM

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CAREER DEVELOPMENT CENTERED CURRICULUM PROJECT

ESEA TITLE III

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William Barrett, Superintendent

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FOREWORD

The series "Career Development Curriculum Units for the Elementary Classroom" represents the outcome of three and one-half years of effort on the part of many individuals within Coloma Community Schools. The work was completed under an ESEA Title III project entitled "Career Development Centered Curriculum" (CDCC) in cooperation with the Michigan Department of Education. The series constitutes a response to the ever-increasing need to augment and enhance each students' career development process.

The series of twenty-seven curriculum units consists of a logical, sequenced arrangement of learning activities based on development tasks and content consistent with accepted career development theory and practice.

The approach is one of integrating career awareness with existing subject matter as well as building into the curriculum a sound approach to self-awareness. Learning activities are linked to performance objectives for which there are evaluation techniques; making it possible to assess impact on learners.

Gerald Geik
Project Director

ELEMENTARY CAREER DEVELOPMENT:
THE UNIT APPROACH

An Elementary Career Development Curriculum Unit is a group of interdisciplinary learning experiences for which there are expected outcomes identified in the form of performance objective. Because they are interdisciplinary, they include learning and practice in math, communication arts, science and social studies as vehicles for conveying the career development aspects of an individual's growth. Learning activities are built around either self-awareness or occupational cluster topics.

Developed by teachers or counselors, they are based on CDCC themes and elements, aligned with career developmental tasks.

They include a variety of teaching strategies in the form of role-playing, discussions, work sheets, field trips, use of role models, use of A.V. materials, etc. They include evaluation strategies, (both observational and paper and pencil), based on unit performance objectives. Time of implementation for each unit is approximately two instruction hours per day for a period of two to three weeks. One unit is taught during each nine-week grading period at each grade level.

A single unit is a small part of a total sequence of learning experiences that all together contribute to the individual's career development process.

UNIT TITLES IN THE SERIES
"CAREER DEVELOPMENT CURRICULUM UNITS FOR THE ELEMENTARY CLASSROOM"

	UNIT TITLE	FOCUS
K	ME	Self Awareness: Physical Self
	INSIDE ME	Self Awareness: Emotional Self
	SCHOOL WORKERS	Occupational Clusters: Public Service, Clerical
	COMMUNITY HELPERS	Occupational Clusters: Public Service, Natural Resources, Health
1	FRIENDSHIP	Self Awareness: Social Self
	A FEW OF OUR FAVORITE THINGS	Occupational Clusters: Arts, Technology, Research, Personal & Product Services
	TELEPHONE WORKERS	Occupational Clusters: Transportation, & Communication
	THE FOOD STORE	Occupation Clusters: Business & Sales

	UNIT TITLE	FOCUS
2	MY ENVIRONMENT	Self Awareness: Environmental & Physical Self
	BAKING INDUSTRY	Occupational Clusters: Natural Resources, Manufacturing
	FIREFIGHTERS	Occupational Cluster: Public Service
	PET INDUSTRY	Occupational Clusters: Public Service, Personal & Product Services
3	DAIRY INDUSTRY	Occupational Clusters: Health, Manufacturing
	RESPONDING BEHAVIOR	Self Awareness: Emotional & Social Self
	RESTAURANT INDUSTRY	Occupational Clusters: Health, Hospitality and Recreation
	AIRLINE WORKERS	Occupational Clusters: Health, Hospitality, Recreation Clerical, Technology & Research
4	FORESTRY	Occupational Cluster: Natural Resources
	BEST FOOT FORWARD	Self Awareness: Self Appraisal, Goal Setting and Social Self
	POSTAL WORKERS	Occupational Cluster: Public Service
	POLICE WORKERS	Occupational Clusters: Clerical, Public Service
5	OUR GROUP AND ME	Self Awareness: Group Roles & Social Self
	MANUFACTURING	Occupational Clusters: Clerical, Business, Sales & Trades, Manufacturing
	HOSPITAL WORKERS	Occupational Clusters: Technology & Research, Clerical, Personal & Product Service & Health
	MY FEELINGS ARE ME	Self Awareness: Emotional Self
6	GOING ABROAD, ANYONE?	Occupational Clusters: Transportation & Communication, Hospitality & Recreation
	ME, MYSELF AND I	Self Awareness: Physical, Emotional, Social & Intellectual Self
	T.V. INDUSTRY	Occupational Clusters: Business, Sales & Trades, Arts and Entertainment, Transportation & Communication, Technology and Research

Career Development Centered Curriculum Project
ESEA Title III
Coloma Community Schools
Coloma, Michigan

THE CDCC PROGRAM (K-6)

One dimension of human growth and development is the career development process. In this process each person progresses through a sequence of developmental tasks that make it possible for that person to become a self-fulfilled individual. This is a life-long process involving experiences and decisions that sequentially build on each other. When taken cumulatively, they contribute to the formulation of a realistic self-concept that can be expressed through one's occupational, leisure, family, and civic life-roles.

The career development process can be augmented by building career development curriculum units into the already existing curriculum. In developing the units, three things were considered: 1) career development themes, 2) career development tasks through which individuals normally progress, and 3) subject matter in the already existing curricula. All three of these were brought into focus when generating component goals and objectives and developing learning activities.

The curriculum units altogether constitute the sequential placement of career development activities into the existing K-6 curriculum. Career Development Themes define the *scope* and Career Development Tasks define the *sequence* of the CDCC program. To signify the relationship of the elementary program to the total, elements, themes, developmental tasks and occupational clustering system are presented.

CDCC PROJECT ELEMENTS AND THEMES

CDCC ELEMENT I -- Life-Role Understanding (occupational, avocational, family, civic)

- Theme 1.1 The student will understand life-role activity as self-enhancing. (psychological, economic, life-style implications)
- Theme 1.2 The student will understand life-role activity as societal-contributing. (economic, societal-need implications)
- Theme 1.3 The student will understand the relationship of education to life roles.
- Theme 1.4 The student will understand the desirable attributes of individuals in life roles.
- Theme 1.5 The student will understand the characteristics of life-roles and their functions.
- Theme 1.6 The student will understand the relationship of life-role changeableness to individual cope-ability.

CDCC ELEMENT II -- Decision-Making Skill Development and Utilization

- Theme 2.1 The student will set personally relevant goals as part of decision-making.
- Theme 2.2 The student will identify and use information about self and life roles as part of decision-making.
- Theme 2.3 The student will understand decision-making as identifying alternatives, selecting the alternative most consistent with goals, and taking steps to implement a course of action.

CDCC ELEMENT III -- Realistic Self Concept Formulation

- Theme 3.1 The student will understand his or her own uniqueness as a result of personal learning, growth, and maturation.
- Theme 3.2 The student will understand the relationship of social and education forces to his or her individual development.
- Theme 3.3 The student will understand the relationship of self-knowledge to a value system unique to him or her.
- Theme 3.4 The student will understand the relationship of his or her interests, aptitudes and achievements to career goal realization.

CAREER DEVELOPMENT TASKS*
FOR
LIFE-ROLE UNDERSTANDING, C.D.C.C. ELEMENT I

K-3	4-6	7-9	10-12
Occupational values and attitudes are formed and are used as a basis for judgment. Children establish relationships between experience and action, manipulate language and symbols primarily by imitating models and accommodating their behavior to the behavior observed in others with whom they identify, i.e., people in various life-roles. (Focus is generally on home, school and neighborhood.) Children are acquiring respect for particular people and their life-roles, especially for the work they do. (Adults must foster positive attitudes toward all kinds of life-roles.) Children can distinguish between occupations primarily on the basis of tool and uniform clues. They develop interpersonal skills that permit them to gain acceptance by peers in parallel play and sharing.	Children continue to face the same kinds of tasks but with more complexity. They enter the phase of conceptual learning. They develop the ability to conceive the function of life-roles. They generalize (abstract) their respect for specific people and their life-roles to an appreciation of all people everywhere. As they learn the value of mankind, they learn to value themselves. They increase their knowledge of life-roles by expanding experiences beyond home, school and neighborhood. As they begin to understand the concept of work and value it as an institution, they develop self-direction--this helps build a positive self-concept. They are refining interpersonal skills to build confidence in their ability to successfully interact with peers in more complex types of group activities.	Youth develop the capacity to operate on hypothetical propositions--they have learned to think more logically and abstractly. They are better able to cope with cultural and environmental demands. They can make internal interpretations of environmental transactions and generalize these to other situations. Concepts which have been learned previously are used to build further concepts. As they learn about life-roles and life-role settings, they determine the subtle factors involved in life-role satisfaction and rewards--looking for what they personally find necessary, important and valuable. (They should acquire knowledge about life-roles and curricula to help them think realistically about their futures.)	Youth expand and refine tasks of earlier levels. They determine to a large extent, the course of their own futures. The individual must define the level of his or her educational aspiration and arrange training accordingly. Concepts which the individual holds about self and life-roles become internalized to the point where they form the basis for particular generalizations concerning his or her career life identity. The individual must acquire skills, responsibility, and confidence in life-roles through actual experiences. Through these experiences, individuals test their self concept.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENTAL TASKS*
FOR
DECISION-MAKING SKILL DEVELOPMENT, C.D.C.C. ELEMENT II

K-3	4-6	7-9	10-12
Fantasy period: Children make unrealistic choices based on dreams and wishes. The individual does not wonder whether he or she has the appropriate abilities to do what he or she wants to do. (Teachers and parents should readily accept unrealistic statements.)	Late fantasy period, early tentative period. (During early tentative period, children should be helped to see that there are still a number of years before career plans must be set.)	Tentative period: The individual begins to recognize the problem of career choice; decisions are tentative but more realistic. The individual is continuously obtaining new information and experience, revising previous choices and making new choices. (Gradually the youngster should be helped to explore the difference between fantasy and reality in making decisions.) The individual begins to formulate a career hypothesis (tentative) --a narrowing process of identifying interests, values, capacities, and opportunities. Making successful decisions strengthens the individual's self-concept.	Late tentative period, realistic period: The individual's considerations become much more practical as well as important. The decision-making process must become personalized. Because the environment is constantly changing, a major real-life problem is how to plan for change--a realistic decision-making process for the individual requiring commitment with tentativeness. As the individual expresses his or her self-concept through complex real-life decisions, he or she becomes able to utilize personal attributes to influence the nature of future choices rather than merely to adapt to external pressures. Learning to make decisions and accept responsibility for them helps the individual develop responsible independence and individuality. The individual's career hypothesis is reformed to make adjustments for changing interests, abilities, values, and increased knowledge of life-roles.

*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

CAREER DEVELOPMENT TASKS*
FOR
REALISTIC SELF CONCEPT FORMULATION, C.D.C.C. ELEMENT III

K-3	4-6	7-9	10-12
Children become aware of themselves and their environment and differentiate between them. They are acquiring a sense of some control over their own course of events--a sense of agency. (The child must have successes to build self-confidence thus building tolerance for others). Children begin developing interpersonal skills that permit them to be socially acceptable to their peers. The child realizes that people are not objects and recognize their humanness. (They need an atmosphere where mistakes are expected and each is respected as an individual.)	The individual is concerned about what he or she can do. The individual should be developing a positive self-concept. Each child develops his or her interest and ability to accomplish tasks. (Children need opportunities to work and reinforcement for it.) Individuals should be building social self confidence in themselves to relate successfully to others. (They need a continued atmosphere of mistakes being expected and tolerated and each is accepted and respected as an individual.)	The individual undergoes great changes physically, intellectually and socially. Each explores his or her self attributes while clarifying the self-concept--each individual reinterprets the self-concept developed earlier in terms of the 'new self'. Each individual must come to accept himself or herself as an entirely different person outwardly, and to some extent inwardly. The single most important task for the individual during this state is to achieve a sense of personal identity.	The individual is engaged in reality testing of the self-concept--each is checking his or her perceptions of abilities, aptitude and other persona resources against external reality. The individual is becoming aware of a preferred life style as related to self-concept.

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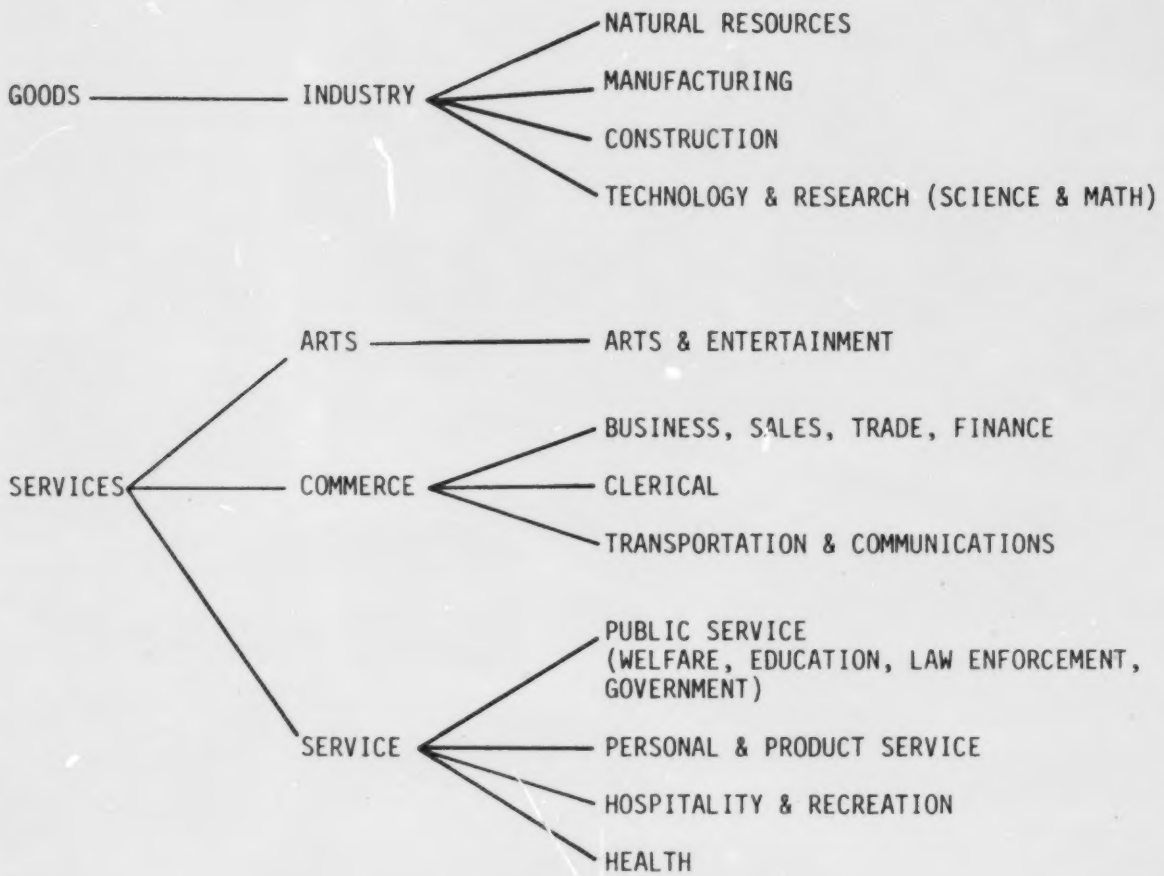
*After Ginzberg (1951), Havighurst (1964), Super (1969), and Tennyson (1970).

C.D.C.C. OCCUPATIONAL CLUSTERING SYSTEM



USING THE UNIT

SECTION I	Identifies CDCC Elements, Themes, Unit Goals and Performance Objectives to be affected by teaching the unit to a group of learners; includes evaluation design and/or test items for determining impact on learners.
SECTION II	Describes teaching strategies by unit subtopics (capsules) and includes suggested resources for teaching each capsule.
SECTION III	Contains reference information for teachers from which a background can be built to effectively conduct the learning activities.
SECTION IV	Contains activity sheets for student's use.

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"Restaurant Industry"
Grade 3

Unit Rationale

The primary intent of this unit is to help students to become aware of how restaurant workers provide a special service to society.

The major topics focus on the interdisciplinary approach with activities relating closely to math, science, language arts, and social studies.

Teacher Information

This unit has been designed to be taught over a period of approximately three (3) weeks.

Teacher Preparation

1. Study the unit carefully.
2. Make copies of the necessary evaluation and activity sheets.
3. Refer to the Resources and Materials' Columns. Obtain the necessary materials and/or equipment.
4. Refer to the following sources for background information:

Occupation Outlook Handbook, U.S. Department of Labor

Free Material and Information

"Basic Four Foods Chart"
Standard Milling Co.
1009 Central Street
Kansas City, MO 64105

Be Aware of Good Nutrition
Kansas Wheat Comm.
1021 N. Main Street
Hutchinson, KS 67501

Good Health Record
Kellog Co.
Battle Creek, MI 49016

Mr. Peanut's Guide to Nutrition
Standard Brands, Inc.
Education Service
P.O. Box 2695, Grand Central Station
New York, NY 10017

Education Director
National Restaurant Assoc.
1530 N. Lake Shore Drive
Chicago, IL 60610

National Dairy Council
11 N. Canal Street
Chicago, IL 60606

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Grade 3

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ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Restaurant Industry"
Grade 3

Element #I - Life-Role Understanding (occupational, avocational, family, civic)

Theme 1.2 - The student will understand life-role activity as societal-contributing. (economic, societal-need implications)

Unit Goal - The student will become aware of how people outside the restaurant industry contribute to the restaurant industry.

Unit P.O. #1 - The student will list at least five (5) workers whose work contributes to the restaurant industry and tell how their work contributes.
(Evaluation Sheet #1 - Section B)

Theme 1.3 - The student will understand the relationship of education to life-roles.

Unit Goal - The student will become aware of the different characteristics of food.

Unit P.O. #2 - Given a list of ten (10) foods, the student will catagorize the foods according to the four (4) basic food groups.
(Evaluation Sheet #2)

Theme 1.5 - The student will understand the characteristics of life-roles and their functions.

Unit Goal - The student will increase his knowledge of occupations in the restaurant industry.

Unit P.O. #3 - The student will list at least five (5) workers in the restaurant industry.
(Evaluation Sheet #1 - Section A)

Unit Goal - The student will understand the characteristics of jobs within the restaurant industry.

Unit P.O. #4 - Given a list of six (6) restaurant workers and a list of job characteristics, the student will match the two with at least 80% accuracy.
(Evaluation Sheet #3)

ELEMENTS, THEMES, GOALS, AND PERFORMANCE OBJECTIVES
"Restaurant Industry"
Grade 3
(Continued)

Unit Goal - The student will increase his/her awareness of the tools used by workers within the restaurant industry.

Unit P.O. #5 - Given a list of eight (8) workers and a list of eight (8) groups of tools, the student will match with at least 80% accuracy the tools with the correct worker.
(Evaluation Sheet #4)

Element #III - Realistic Self Concept Formulation

Theme 3.2 - The student will understand the relationship of social and educational forces to his/her individual development.

Unit Goal - The student will interact with other students.

Unit P.O. #6 - The students will verbally interact with other students by: taking turns sharing ideas, listening, building on ideas, and restating major ideas.
(Evaluation Tabulation Form B)

Evaluation Procedure
"Restaurant Industry"
Grade 3

Pre-Assessment

1. Do not discuss any aspect of this unit with the students before the pre-test evaluation sheets are administered.

2. Make copies of Evaluation Sheets #1, 2, 3, and 4 for each student in the class.

3. Distribute Evaluation Sheet #1. Read the directions aloud as the students read along silently.

4. Slowly read aloud to the students as they attempt to answer each test item. Words (vocabulary) cannot be explained to the students during the test.

5. Follow the same procedure for Evaluation Sheets #2, 3, and 4.

6. Record the students' raw scores in the pre-test sections from Evaluation Sheets #1-4. Total the columns at the bottom to indicate the number of students who met the criteria as stated in the respective performance objectives.

7. Transfer these totals to Evaluation Tabulation Form B.

8. Study the pre-test results. Determine the areas in which the students need the most practice. Refer to the goals and performance objectives.

9. Use Capsule #4 as a list of related activities that may be interspersed throughout the unit. Choose activities that will reinforce or teach skills needed by the students.

10. Follow the post-assessment procedure listed at the conclusion of this unit.

Assessment Throughout the Unit

1. Use Evaluation Tabulation Form B, Column 6 as an observational checklist in relation to Performance Objective #6. Mark it when the students work in small groups. Let them continue working in small group activities until all of the students have had an opportunity to meet Performance Objective #6.

2. Total, this column to indicate the number of students who met the criterion as stated in Performance Objective #6.

3. Transfer this total to Evaluation Tabulation Form A.

Evaluation Procedure
"Restaurant Industry"
Grade 3
(Continued)

Post-Assessment

1. Complete this unit, and follow the same procedure as stated in steps #1-7 above, but record the results in the post-test sections.

2. Submit the Evaluation Tabulation Forms A and B to the building office.

Evaluation Tabulation Form A

Unit Name "Restaurant Industry" Teacher _____

Building _____ Grade 3rd

Performance Objective	*Evaluation Sheet #	Test Items	Accepted Level Performance	# of Students Taking Test	# of Students Reaching Accepted Level	OPTIONAL % of Students Reaching Accepted Level
3 Pre - Workers in restaurant industry.	1-Sec. A	Open	5			
3 Post- Workers in restaurant industry.	1-Sec. A	Open	5			
1 Pre - Work contributes to restaurant industry.	1-Sec. B	Open	5			
1 Post- Work contributes to restaurant industry.	1-Sec. B	Open	5			
2 Pre - Catagorize foods.	2	10	10			
2 Post- Catagorize foods.	2	10	10			
4 Pre - Identify job characteristics.	3	6	5			
4 Post- Identify job characteristics.	3	6	5			
5 Pre - Identify tools.	4	8	6			
5 Post- Identify tools.	4	8	6			
6 Pre - None						
6 Post- Students will interact verbally.	Eval. Tab. Form B	4	4			

*Administer the test in the sequence listed above. Date Returned to Principal _____

Evaluation Tabulation Form B

Unit Name "Restaurant Industry" Teacher _____

Building _____ Grade 3rd

1. Record, in the proper columns, the students' raw scores from Evaluation Sheets #1-4.
2. Let the students work in small groups to solve problems such as those in Capsule #1.
3. Place a check (✓) after the students' names as they exhibit the behaviors described:
   Column P.O. #6 - a takes turns sharing Column P.O. #6 - b listens
   P.O. #6 - c builds on ideas P.O. #6 - d restates major ideas
4. Place a check (✓) in column P.O. #6-e to indicate which students exhibited each of the four (4) behaviors at least once.
5. Total the columns to indicate the number of students who met the criteria as stated in the performance objectives.
6. Figure the percentage of growth for your own information.

Evaluation Sheet #	1-Sec. A			1-Sec. B			2			3			4								
P.O. # / Students Names	#3 Pre	#3 Post	% of Growth	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#4 Pre	#4 Post	% of Growth	#5 Pre	#5 Post	% of Growth	a	b	6 c	d	e	
1.																					
2.																					
3.																					
4.																					
5.																					
6.																					
7.																					
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10.																					
11.																					
12.																					
13.																					

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Evaluation Tabulation Form B
(Continued)
Grade 3

Evaluation Sheet #	1-Sec. A			1-Sec. B			2			3			4								
P.O. # / Students Names	#3 Pre	#3 Post	% of Growth	#1 Pre	#1 Post	% of Growth	#2 Pre	#2 Post	% of Growth	#4 Pre	#4 Post	% of Growth	#5 Pre	#5 Post	% of Growth	a	b	6 c	d	e
14.																				
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24.																				
25.																				
26.																				
27.																				
28.																				
29.																				
30.																				
TOTAL																				

Evaluation Sheet #1

Name_____

Date_____

A. List as many different workers as you can who work in a restaurant.

B. Some people help the restaurant industry, but they do not work in a restaurant. List these workers, and tell how their work helps the Restaurant Industry. (Do not list any people who work in a Restaurant.)

Evaluation Sheet #2

Name_____

Date_____

Place each of the following foods into the correct food group.

Apple	Carrots	Cake	Cottage Cheese	Nuts
Cornflakes	Ice Cream	Butter	Hot Dog	Fish

Fruits & Vegetables	Dairy Products	Meat Foods	Bread & Cereals

Evaluation Sheet #3

Name_____

Date_____

Match the worker with the best job description. Each answer may be used only once.

A. Greeting people as they enter a restaurant

B. Cooking

C. Planning Menus

D. Buying supplies

E. Checking for cleanliness

F. Taking customers' orders

_____1. Waitress - Waiter

_____2. Hostess - Host

_____3. Chef

_____4. Food service supervisor - manager or proprietor

_____5. Dietician

_____6. Sanitary health inspector

Evaluation Sheet #4

Name_____

Date_____

Match the workers with their tools. Each answer may be used only once.

A. Food service supervisor or manager

B. Chef

C. Kitchen helper

D. Janitor or custodian

E. Host or Hostess

F. Waitress or Waiter

G. Bus boy or bus girl

H. Dietitian

_____1. cart, dish cloth, water pitcher

_____2. broom, mop, bucket

_____3. checkbook, bills, work schedule

_____4. menu, cash register

_____5. oven, mixing bowls, recipe

_____6. uniform, pad and pencil, tray

_____7. scale, books, food chart

_____8. dish soap, paring knife, apron

Answers for Evaluation Sheets #1-4

Possible answers for Evaluation Sheet #1 - Section A
chef, cook, short order cook
food service supervisor or manager
kitchen helper
host, hostess
waitress or waiter
buys boy or bus girl
dietitian
car hop
(accept any reasonable answer)

Possible answers for Evaluation Sheet #1 - Section B
farmer, rancher, fisherman
baker, miller, etc.
truckdriver - delivers food, supplies, and other items
road repair people - keep roads in good repair
telephone workers - install and keep phones in repair so restaurant workers may order supplies or take orders from customers
etc., etc.
(accept any reasonable answer)

Answers for Evaluation Sheet #2
Fruits & Vegetables
Apple
Carrot

Dairy Products
Butter
Ice Cream
Cottage Cheese

Meat Foods
Fish
Hot Dog
Nuts

Bread & Cereal
Cornflakes
Cake

Answers for Evaluation Sheet #3

1. F	4. D
2. A	5. C
3. B	6. E

Answers for Evaluation Sheet #4

1. G	5. B
2. D	6. F
3. A	7. H
4. E	8. C

Capsule #1
Introduction to the Restaurant

I. Ask the students to discuss the different types of restaurants in which they have been; i.e., drive-ins, grills, pancake houses, cafeterias, and others. Ask what services these provide. Reinforce this discussion by having the students do Activity Sheets #1, 2a and 2b. (Answers on Reference Sheet #1) Write the questions on the board instead of giving the students activity sheets if desired.

II. Increase the students awareness of the restaurant industry and give them practice in group interaction by having them work in small groups. Use questions such as those on Activity Sheet #3. Use Evaluation Tabulation Form B to record the students' behavior as you guide them in: taking turns sharing ideas, listening to others, building on the ideas of others, and restating the major ideas of their small group discussions to the entire class.

III. Let the students finish participating in Activity II; regroup them into one large group; and let them share the ideas from their small groups. Record the students answers on the board under common headings like the following:

Similarities of all restaurants.

Origins of food (Farming industry: dairy, ranch, poultry, fruit, fishing industry, etc. Stress that these foods come from all over the world.)

Delivery of food (refrigerated and unrefrigerated; trucks, trains, boats, airplanes).

Kinds of buildings (drive-in, free standing, part of a complex building, etc.)

Kinds of equipment and furnishings (tables, kitchen appliances, decorations, etc.)

Types of food (breakfast, sandwiches, large dinners, etc.)

Results of community changes (go out of business, expand, provide more jobs, etc.)

Workers in a restaurant. (Reference Sheet #2)

Resources & Materials	Notes
I. Activity Sheets #1, 2a, and 2b Reference Sheet #1	
II. Activity Sheet #3 Evaluation Tabulation Form B	
III. Reference Sheet #2	

Capsule #2
Workers

I. Allow the students to pantomime workers. Have the students divide into teams.

A. Let one student at a time pantomime a worker's role.

B. Have the other students try to guess the name of the worker being pantomimed.

C. Allow the game to continue until the students can no longer think of any workers to pantomime.

II. Use Activity Sheets #4 and #5. Let the students read about workers in this unit and discuss their responsibilities, tools, and other job characteristics.

III. Discuss each of these restaurant workers, and stress that many restaurants do not have all of them, but divide responsibilities among a few workers.

A. Introduce the Waiter or Waitress.

1. Ask the students to name the duties and tools of a waitress or waiter. List these duties and tools on the board, chart, or bulletin board.

2. Discuss the need for each tool; i.e., uniform, shoes, pad, pencils, etc.

3. Allow the students to role-play a waiter or waitress.

a. Let the students total the customers' bills using Activity Sheet #6. (See Reference Sheet #1 for the answers.)

b. Allow the students to practice setting a table.

1) Let them demonstrate to the group the use of actual dinnerware.

2) Let them make a placemat and glue on paper plates, plastic silverware, etc.

3) Let them draw a picture of a proper place setting.

Resources & Materials	Notes
II. Activity Sheets #4 and #5	
a. Activity Sheet #6 Reference Sheet #1	
1) Silverware Paper plates Plastic cups Napkins	
2) Construction paper Paper plates Plastic silverware Napkins	
3) Construction paper Crayons	

4. Give the students practice in memorization. a skill needed by a good waiter or waitress, by allowing them to prepare and play the following game.

   a. Prepare the game.

      1) Cut out pictures of food, and mount individual items on separate pieces of tagboard.

      2) Prepare a menu to match the food cards. Price the food to correspond with the math ability of the students.

   b. Play the game.

      1) Divide the students into smaller groups so everyone has a better opportunity to participate.

      2) Allow the waiter or waitress to record orders, from five to six (5-6) students, on a pad. Make pads from scrap paper or from copies of Activity Sheet #7.

      3) Let the waiter or waitress fill the orders by placing the correct food (pictures) on a tray. (Give the waiter or waitress one (1) point for each order correctly served.

      4) Total the check. (Give the waiter or waitress one (1) point for each bill totaled correctly.)

B. Introduce the Bus boy or Bus girl.

   1. Ask the students to name the duties and tools used by the bus person. Add these duties and tools to the list, chart, or bulletin board.

   2. Explain that a bus person may also set tables as well as clear them.

C. Introduce the Host or Hostess.

   1. Ask the students to name the duties and tools of the host or hostess. Add these duties and tools to the list, chart, or bulletin board.

   2. Give the students problem situations that might be handled by a host or hostess. Divide the students into groups and give the same (or different) problems to each group to solve and to report to the class. (See Reference Sheet #3 for suggested situations.)

Resources & Materials	Notes
1) Pictures of food Write to the National Dairy Council for pictures of food. Tagboard 2) Menu 2) Scrap paper or many copies of Activity Sheet #7 2. Reference Sheet #3	

D. Introduce the Dietitian.

1. Ask the students to name the duties and tools used by the dietitian. Add these duties and tools to the list, chart, or bulletin board.

2. Introduce the four (4) basic food groups by means of films, posters, or books. (Fruits and vegetables, dairy products, bread and cereals, meat foods.)

   a. Have the students cut pictures from magazines to construct a scrapbook or a bulletin board illustrating the basic food groups.

   b. Let the students keep track of their diet for one week on Activity Sheet #8. Have them identify each time they ate a food from each food group. Let them place a check (✓) or write the name of the food they ate in the correct square.

   c. Ask the students to classify foods according to the correct group. Do Activity Sheets #9 and #10. (See Reference Sheet #1 for the answers.)

3. Allow the students to add to the lists of foods in each of the four (4) basic food groups. Use Activity Sheet #11.

4. Have the students make their own menus. Stress that they must be careful to select items from each of the four basic food groups. Bring menus from restaurants to be used as references. (See Reference Sheet #4 for possible menus.)

E. Introduce the Food Service Supervisor or Manager.

1. Name the duties and tools used by supervisors. Add these duties and tools to a list, chart, or bulletin board.

2. Give the students problems to solve that a supervisor might handle. (See Reference Sheet #5 for suggestions.) Divide the students into groups, and have them report their solutions to the class.

3. Allow the students to compare food prices. Let them compare prices by bringing newspapers from home and/or by using Activity Sheets #12a, 12b and 12c. (See Reference Sheet #14)

F. Introduce the Chef and Short Order Cook.

1. Discuss the duties and tools of the chef and short order cook (discuss the differences between their jobs). Add their duties and tools to the list, chart, or bulletin board.

Resources & Materials	Notes
b. Activity Sheet #8	
c. Activity Sheets #9 and #10 Reference Sheet #1	
3. Activity Sheet #11	
4. Reference Sheet #4	
2. Reference Sheet #5	
3. Activity Sheets #12a, 12b, and 12c Reference Sheet #14	

2. Give the students experience in identifying the tools used by the chefs. Ask the students to bring in kitchen utensils. Let them label and display the tools. Have the students explain or demonstrate how each tool may be used.

3. Allow the students to play a game with the utensils brought in.

   a. Have one student at a time come to the front of the classroom and be blindfolded, or have the student put his/her hands behind his/her back.

   b. Allow him/her to feel a kitchen utensil, and give him/her three chances to try to identify the tool.

4. Have the students draw pictures of the tools used by a chef. Let them label the tools, and tell how those tools are used.

G. Introduce the Kitchen Helpers.

1. Discuss the duties and tools of the kitchen helpers. (Stress that they use many of the same tools and do many of the same things as does the chef or cook; but they do not have the responsibility of the total food preparation.) Add these helpers' duties and tools to the list, chart, or bulletin board of workers.

2. Help the students become more familiar with the duties of the kitchen helpers, in the care of food, by allowing them to do Activity Sheet #13. (See Reference Sheet #6 for the answers)

H. Introduce the Supporting Workers.

1. Help the students become aware of the many workers who contribute to the restaurant industry and the ways that they contribute by having the students play a team game.

   a. Prepare the game.

      1) Make a large chart to show each team's progress. (See Reference Sheet #7 for an example.)

      2) Divide the class into small groups.

   b. Play the game.

      1) Allow the groups fifteen (15) minutes to name workers who support the restaurant industry, and to tell how their work supports it. (Stress that all people who patronize a restaurant support a restaurant, but their work may not support a restaurant.)

Resources & Materials	Notes
2. Activity Sheet #13 Reference Sheet #6	
1) Reference Sheet #7	

2) Regroup, and allow the students to share their responses.

3) Record their responses on the large classroom chart.

4) Let them continue participating in this activity for two to three (2-3) days.

c. Award points.

1) Award a point for each worker named. (Do not accept an answer if the group cannot justify how that worker supports the restaurant industry.)

2) Award two (2) points to a team for each worker they listed who had not been identified by another team.

d. Decide, prior to the game, if there will be a special prize to the winning team.

2. Use Activity Sheet #14 to have the students read about and discuss workers whose efforts contribute to the restaurant industry.

I. Introduce Delivery People. (Stress that delivery people may also be considered supportive workers.)

1. Name the duties and tools used by the delivery people. Add these duties and tools to a list, chart, or bulletin board.

2. Ask the students to name workers who bring the food to a restaurant. Discuss the kinds of vehicles used by delivery people. List these vehicles on the board.

3. Stress the relationship between driving a truck and using map skills. Have the students do Activity Sheet #15. (See Reference Sheet #8 for the answers.)

4. Initiate a discussion asking on whom the delivery people depend to help make their job go smoothly (people who repair streets, sell gasoline, build delivery trucks, repair delivery trucks, and sell the items to be delivered.)

IV. Go on a field investigation to a restaurant, (See Reference Sheet #9a) or invite a role-model to come to the classroom. (See Reference Sheet #9b)

Resources & Materials	Notes
2. Truck Photos for Schools American Trucking Assoc., Inc. Education Services 1616 P. Street, N.W. Washington, D.C. 20036 3. Activity Sheet #15 Reference Sheet #8 IV. Reference Sheet #9a and #9b	

A. Ask questions such as these, and then compare the answers with other sources of information:

1. Say, "What does the cook think would be the worse disaster that could occur in his or her kitchen?"
2. Ask, "What if one of his or her recipes failed?"
3. Ask, "How far in advance does the chef start preparing?"
4. Say, "Where does the cook obtain large pots and other equipment?"
5. Ask, "How does he or she keep all of his or her orders straight when he or she is busy?"
6. Say, "Who orders the food, and what is this worker's job title?"
7. Ask, "What happens if he or she does not have enough of a certain food item?"
8. Ask, "What happens if there is too much food left over at the end of the day?"
9. Ask, "How does a person get started working in a restaurant?"
10. Say, "How does the manager know how much to charge?"
11. Ask, "How is a menu planned?"

Allow the students to add more questions to this list.

B. Let the students keep a record of the different types of restaurants they pass while on their field investigation.

C. Have the students show their appreciation to the restaurant workers by writing a thank-you letter after the field investigation.

Resources & Materials	Notes

Capsule #3
Setting up a Restaurant and Role-Playing

I. Have the students role-play restaurant workers by setting up a restaurant and serving a meal as a culminating activity.

A. Choose an area in which there is enough room for a restaurant. (Make sure to have enough working, available, electrical outlets.)

B. Let the students select a name for their restaurant and make simple uniforms, decorations, placemats, center pieces, aprons, hats, etc.

C. Have a well-planned menu which includes items for a well-balanced diet. Complete this activity as a class project or by a small group acting as dieticians. (See Reference Sheet #4 for examples of simple menus.)

D. Decide how the restaurant will be financed after the menu has been planned.

1. Let the students use their lunch money so that food may be purchased.

2. Have a fund raising project such as a bake sale.

E. Allow the students to make and decorate menus for their restaurant.

II. Let the students interview for the jobs of their choice:

Waitress or waiter - sets tables, takes orders, serves food, totals checks (Activity Sheet #7).

Hostess or host - seats people, takes money for checks, handles problems that might arise with the customers.

Bus people - clear the tables when dirty, set tables, fill water glasses.

Cook - prepares main dish, supervises food preparations, etc.

Kitchen helpers - help the cock prepare food, wash dishes, etc.

Food service supervisor or manager - makes certain everything is running smoothly, sees that customers are satisfied, and orders materials or other items.

Janitor or custodian - cleans the floors, empties garbage and wastebaskets, fixes broken equipment, etc.

Resources & Materials	Notes
A. Tables and chairs	
B. Construction paper Crayons Paints, etc.	
C. Reference Sheet #4 Construction paper Crayons	
II.	
Silverware, napkins Checks (Activity Sheet #7)	
Menu, play money	
Hot plate or electric skillet Ingredients for food chosen on the menu Dish soap	
Mop, broom, etc.	

Capsule #4
Optional Related Activities

I. Choose from these optional related language art skills.

A. Let the students practice capitalization and punctuation on Activity Sheet #16. (See Reference Sheet #10 for the answers.)

B. Have them use "saw or seen" on Activity Sheet #17. (See Reference Sheet #1 for the answers.)

C. Let them spell the vocabulary words. (See Reference Sheet #11)

D. Have them unscramble the vocabulary words on Activity Sheets #18 and #19. (See Reference Sheet #1 for the answers.)

E. Let them work a crossword puzzle on Activity Sheets #20a and #20b. (See Reference Sheet #12 for the answers.)

F. Have them do a word search on Activity Sheet #21. (See Reference Sheet #13 for the answers.)

G. Let them unscramble a paragraph on Activity Sheet #22. (See Reference Sheet #16)

H. Have them solve a vocabulary puzzle on Activity Sheet #23. (See Reference Sheet #16)

II. Choose from these optional related art activities.

A. Let them make a chef's hat by cutting out a large flat hat and attaching it to a band that will fit around the student's head.

B. Let them make placemats, signs, posters, etc.

III. Choose from these optional related science activities.

A. Let the students play a game using the four (4) basic food groups.

1. Draw or paste food pictures on cards. Print the name of the food and the basic food group to which it belongs at the bottom of each card.

2. Combine the cards into decks of twenty (20), each containing ten (10) pairs or books.

Resources & Materials	Notes
A. Activity Sheet #16 Reference Sheet #10 B. Activity Sheet #17 Reference Sheet #1 C. Reference Sheet #11 D. Activity Sheets #18 and #19 Reference Sheet #1 E. Activity Sheets #20a and #20b Reference Sheet #12 F. Activity Sheet #21 Reference Sheet #1 G. Activity Sheet #22 Reference Sheet #1 H. Activity Sheet #23 Reference Sheet #16 II. A. 18" x 24" sheets of white Construction paper 2" x 18" strips of white Construction paper Scissors Glue Black magic markers III. A. Pictures of food 20 cards 3" x 5"	

3. Use one deck of cards for four or five (4-5) students. (Combine the decks to increase the number of players.) Seat the students in a circle. Deal all of the cards among the players.

4. Begin at the dealer's right. Let each student draw a card from the hand of the player on his/her right. Let him/her form a pair if the card matches one in his/her hand.

5. Let the player place the pair face up on the table in front of him. Have him/her give the name of the book, such as carrot, and identify the food group to which it belongs.

6. Continue the game until all the cards are matched. Declare the player with the largest number of books as the winner.

B. Have the students play a food grouping game.

1. Divide the students into two (2) groups.

2. Use the cards made for the previous game. Hold up one card at a time, and ask the members at the front of each team to see who can be the first to identify the correct food group to which that food belongs.

3. Declare that the team with the most points wins.

IV. Choose from these optional related math activities.

A. Let the students read the graphs on Activity Sheets #24a and #24b. (See Reference Sheets #15a and #15b)

B. Let them do the story problems on Activity Sheets #25, 26, and 27. (See Reference Sheet #1 for the answers.)

Resources & Materials	Notes
A. Activity Sheets #24a and #24b Reference Sheets #15a and #15b B. Activity Sheets #25, 26, and 27 Reference Sheet #1	

Reference Sheet #1

Answers for Activity Sheets

Activity Sheet #1

C
B
A
E
D

Activity Sheet #2b

1. a. 4
   b. 2
   c. 5
   d. 1
   e. 3

2. answers vary
3. answers vary

Activity Sheet #5

1. a. 6
   b. 5
   c. 7
   d. 3 & 4
   e. 2
   f. 9
   g. 1
   h. 8

2. waitress and host (waiter and Hostess)

3. Answers will vary.

   a. mixing bowls, pans, etc.
   b. cart, trays, dish cloth, etc.
   c. truck, pencils and paper, etc.
   d. menus, paper and pencils, etc.
   e. menus, cash register, etc.
   f. dish soap, scouring pads, pans, etc.
   g. phone, schedule, pencil, etc.
   h. pad and pencil, trays, etc.

Activity Sheet #6

1. $1.00
2. .95
3. 1.05
4. .95
5. 1.45
6. 1.55

Activity Sheet #9

1.	D	7.	B
2.	C	8.	A
3.	B	9.	C
4.	A	10.	A
5.	A	11.	B
6.	C	12.	A

Activity Sheet #10

1.	A	7.	C
2.	A	8.	A
3.	B	9.	A
4.	C	10.	A
5.	D	11.	A
6.	A	12.	C

Activity Sheet #17

1. saw
2. seen
3. saw
4. seen
5. seen
6. seen
7. saw

Activity Sheet #18

1.	breakfast	8.	money
2.	menu	9.	chef
3.	lunch	10.	wash
4.	cafe	11.	cook
5.	dinner	12.	food
6.	table	13.	beverage
7.	chair	14.	napkin

Activity Sheet #19

1. dishes
2. kitchen
3. waitress
4. waiter
5. busboy
6. knife
7. knives
8. fork
9. spoon
10. cup
11. plate
12. saucer
13. glass
14. bowl
15. restaurant
16. dish

Activity Sheet #22

IT IS FUN TO MAKE SCRAMBLED EGGS TO SURPRISE MOM AT BREAKFAST. FIRST, YOU MUST CRACK THE EGGS AND PUT THEM INTO A SMALL BOWL. THEN YOU MUST ADD MILK AND SALT TO THE EGGS AND BEAT THEM. NEXT, POUR THE EGGS INTO A GREASED PAN AND STIR THEM WHEN THEY BEGIN TO COOK. FINALLY, PUT THEM ON A PLATE AND SERVE WITH JUICE, TOAST, AND COFFEE.

Activity Sheet #25

1. 16
2. 9
3. $589.00
4. $15.00
5. 127

Activity Sheet #26

1. $27.00
2. $250.00
3. 135
4. 113
5. Little
6. 404
7. 1,200 and spoons
8. 60

Activity Sheet #27

1. 11
2. $1.70
3. 20
4. 7
5. 54
6. $10.12

Reference Sheet #2

Restaurant Workers

Waiters and Waitresses - serve food

Cooks and Chefs - Prepare food

Busboys and Busgirls - clear and set tables

Host and Hostess - Greet customers at the door and seat them at a table

Health Inspector - Checks to see that restaurants follow health rules and regulations

Kitchen Helpers - Wash dishes and prepare vegetables

Pantry Workers (or kitchen helpers) - Prepare salads and other special dishes

Janitors and Porters - Dispose of garbage and trash, sweep and mop, and do other cleaning jobs

Managers and Proprietors - Own or operate the restaurant (They order supplies, direct the other workers, and hire workers.)

Office Workers - Keep records and pay bills

Dieticians - Plan the menu, surpervise the preparation of food and enforce sanitary regulations

Maintenance Workers - Keep the machinery and building in repair

Entertainers and Musicians - Provide entertainment for the customers

Introduce to the students any other restaurant workers whom they may encounter.

Reference Sheet #3

Problem-Solving

If you were the host or hostess in each of the following situations, what would you do?

1. A group of people comes to the register to pay the bill. One of the people in the group is very angry. He says that he won't come back again because his food was cold when he received it, and he never received his dessert.

2. A waitress spills some food on a customer. The food has soiled her coat, and she is very angry.

3. A group of six people had called and made reservations. They come in a half hour late. It is very crowded, and their table is already being used. They want their table right away.

4. You see a man put some salt and pepper shakers into his pocket.

5. A man sees some friends dining at another table. He wants to join their two tables so they may eat together, but it would block the fire exit.

Reference Sheet #4

Suggested menus:

Breakfast

Main Dish	
2 scrambled eggs	.80
french toast	.80
1 fried egg	.40
toast	.10
milk	.10
Hi-C	.10

Lunch

Sandwiches	
sloppy joes	.30
hot dogs	.30
potato chips	.20
fritoes	.20
milk	.10

peanut butter & jelly	.30
soup	.25
potato chips	.20
corn chips	.20
chocolate milk	.20

Reference Sheet #5

Food Service Supervisor and/or Manager

If you were the food service supervisor or the manager, what would you do in each of the following incidents:

1. The noon rush has just begun, and one of the waitresses mentions that the air conditioner doesn't seem to be working. It is a very hot day, and it is important that the air conditioner works.

2. It is 11:00 a.m., and the chef has not arrived to begin preparing the lunch items.

3. One of the bus boys is playing ball behind the restaurant when he should be working.

4. A man is yelling about the burned steak, cold soup, and watery pop.

5. Cutomers have complained about the bus boy's long hair.

6. A waiter has not been giving part of his tips to the bus boy.

Reference Sheet #6

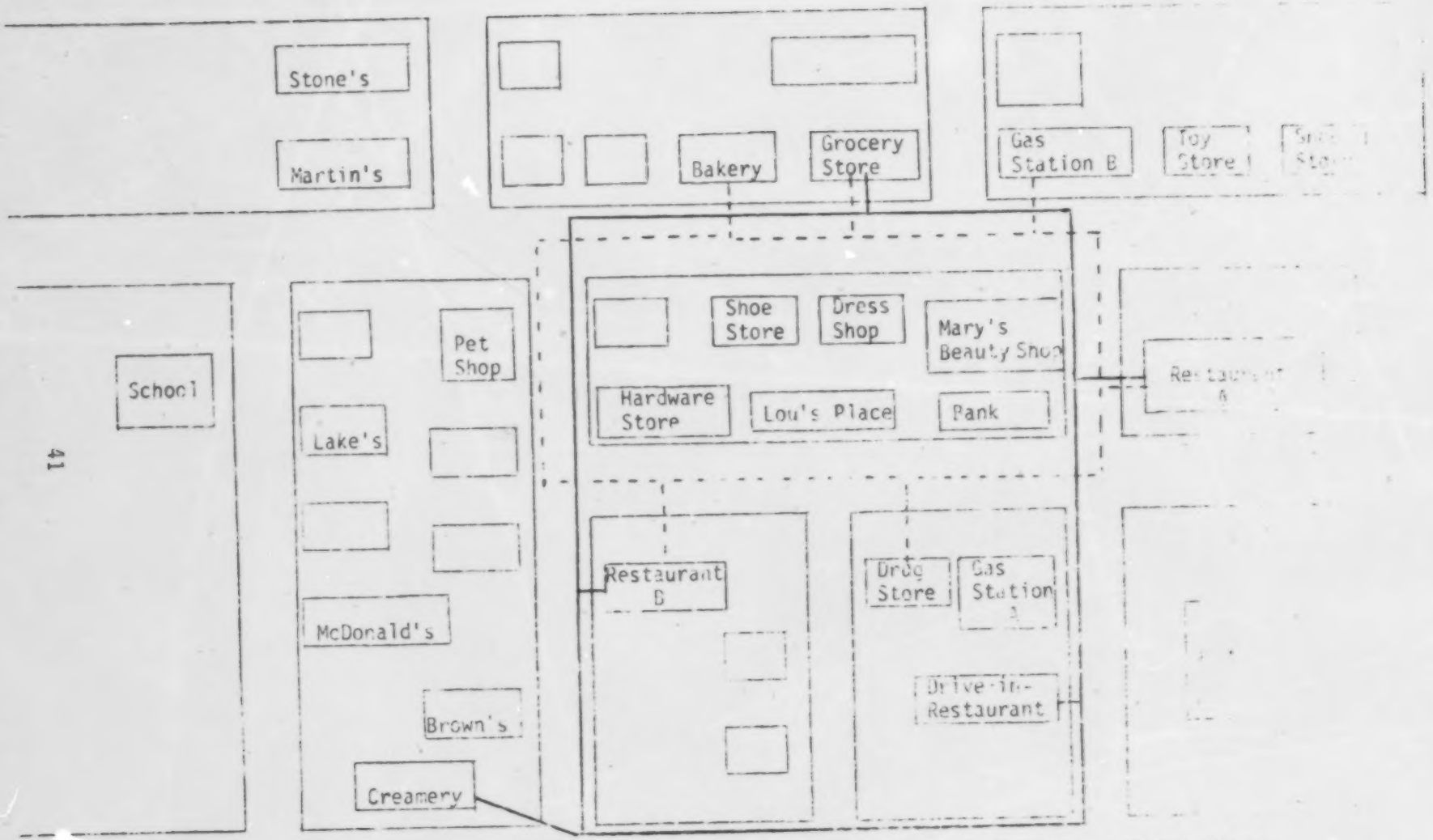
Answers for Activity Sheet #13

Cleaning Products	Dishes & Silverware	Unrefrigerated Foods	Frozen or Refrigerated Foods
Scouring Pads Dish Soap Scouring Powder	Spoons Soup Bowls Knives Glasses Cups	Grease White Bread Flour Canned Corn Vegetable Oil Rice	Pork Chops Fresh Tomatoes Eggs Orange Juice Fish Cheese Chicken Lettuce Fresh Spinach Ice Cream Mustard Butter Hamburger
Cooking Utensils	Linen		
Spatula Ladle Skillet Cookie Sheets	Table Cloth Aprons Napkins Chef's Hat Dish Towel		

Reference Sheet #7

WORKERS	HOW THEY HELP	Teams					
		1	2	3	4	5	6

Let the groups identify the workers and tell how their work contributes to the restaurant industry. Check to indicate the team that contributed the name of each worker. Put two (2) checks if they are the only team to contribute that name. Make the chart large enough so it may be displayed to the entire class.



1. The milkman has to deliver milk to the following places: Drive-in restaurant, grocery store, Restaurant A and Restaurant B. With a red crayon, trace the shortest route he might follow.

2. Mr. Green, from the bakery, must deliver bread to the grocery store, Restaurant B, the drug store, Restaurant A, and Gas Station B. With a green crayon, trace the quickest route he might follow.

Reference Sheet # 9a
Field Investigation

Call the place the class is planning to visit at least one month in advance. Follow-up this call with a letter confirming all the things discussed and planned.

Discuss with the individual the following things:

1. Tell what you wish to see.
2. Mention what general questions the students will be asking.
3. Say how long they will be there.
4. Tell how many students will come.
5. Ask to which workers the students may talk.
6. Ask what equipment or tools the students may use or see.
7. Find out what kind of "hands on" experiences the students may have.

Obtain the principal's approval before planning the field investigation. Make bus arrangements for the students at least two weeks in advance.

Have two or three parents accompany the students on their trip. Contact them at least two weeks in advance.

Send a letter home to the parents telling where the students are going, when they are going, and if they need anything extra in the way of food, clothing, or money.

Prepare the students before the trip with the questions to ask the workers they will be seeing. Note that each investigation will be different. Suggest to the students that they bring a camera along.

Be sure to remind the building principal on the day of the trip about where the students are going and when they will return. Do the following activities when the students return from their trip:

1. Review what the students observed.
2. Review the interviews with the workers.

Be sure to send a thank-you letter or to have the students write and send one.

Reference Sheet #9b
Role-Model

Contact the role-models at least two weeks prior to their visit. Explain what the students expect of them, and give them an idea of what questions the students will be asking. (See below) Be sure to have them bring as many tools as possible and wear their uniforms, if they have any. Follow this contact up with a letter to confirm the date, time, etc. Have the role-models plan to talk about twenty to twenty-five (20-25) minutes and then answer the students' questions. Be certain to tell the role-models that the students want to handle the tools and to try on parts of their uniforms, if possible.

Suggest the following questions to the role-models:

1. Ask, "What is your job?"
2. Say, "Do you like your job?"
3. Ask, "How many hours do you work a day?"
4. Say, "What kind of training have you had?"
5. Ask, "Does anyone check on what you do?"
6. Ask, "What do you like most about your job?"
7. Ask, "What do you like least?"
8. Say, "What tools do you use?"
9. Suggest questions about the model's personal life. (family, hobbies, etc.)
10. Ask, "What are desirable worker characteristics?"

Add more questions to this list for each occupation. Develop the questions with the class prior to the role-models' visit. Let the students write the questions down so that they have something to start with.

Tape-record the role-models' visit for playing at a later time. Take pictures to use when reviewing.

Follow-up their visit by a class discussion.

Send thank-you letters or have the students send them within a day or two after the role-models' visit.

Reference Sheet #10

Answers for Activity Sheet #16

M M J F
1. mr. and mrs. johnson ate fish friday evening.

T F
2. the waitress was busy that friday night.

D J
3. dave and janie watched the chef make spaghetti.

I D
4. i had hamburgers. do you like them?

I D C
5. in december we have a christmas party at the restaurant.

T H S C M
6. the restaurant is on high street in coloma, michigan.

M A C
7. miss adams decorates the tables with small christmas trees.

O M H
8. our waitress, mrs. hanks, was very helpful to all the guests.

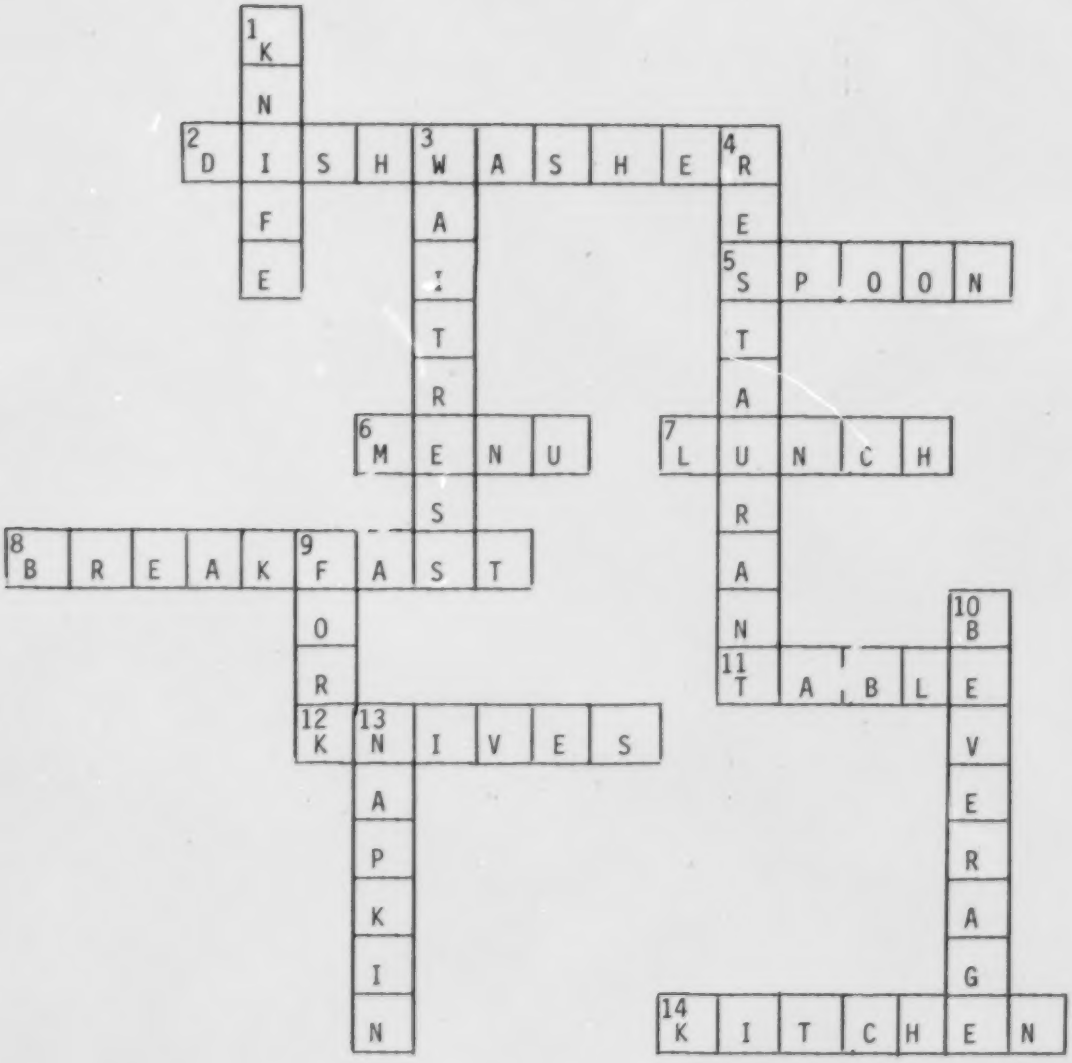
A S C
9. a special guest was there: santa clause.

SPELLING

knife	restaurant
knives	lunch
breakfast	waitress
menu	kitchen
cafe	spoon
chair	beverage
cook	dishwasher
chef	table
money	fork
napkin	food
wash	lunch

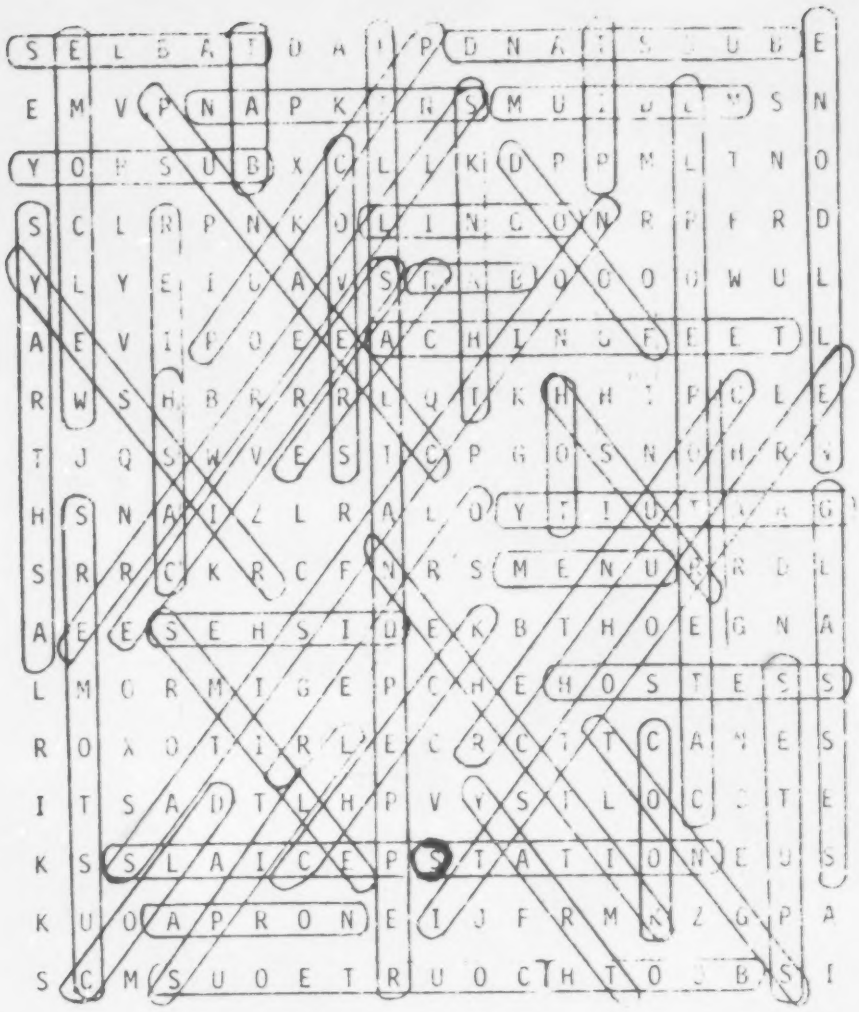
Reference Sheet #12

Answers for Activity Sheet #20a



Reference Sheet #13

Answers for Activity Sheet #21



Aching feet	Check	Glasses	Pick up	Returns
Apron	Clean-up	Gratuity	"Rare"	Rush
Ashtrays	Cold	Hostess	Satisfaction	Tables
Bar	Cook	Hot	Service	Thanks
Booth	Counter	"It's too rare'"	Set-ups	Tip
Busboy	Courteous	Kitchen	Silverware	Tongs
Bus stand	Covers	Lingo	Smile	Tray
Cash	Customers	"Medium"	Specials	Uniform
Cashier	Dishes	Menu	Spill	Welcome
Cater to people	Fill salt and pepper	Napkins	Station	"Well-done"
Charge	Food	Order	Tab	"Yes sir"

Reference Sheet #14

Answers for Activity Sheet #12a

If you were shopping, how much money could you save on each of the following items? Use Activity Sheet #12b to compare prices.

Comparing Prices in Sales

ITEM	REGULAR PRICE	SALE PRICE	MONEY SAVED
Grim Coffee	$ 1.80	$ 1.50	$ .30
Bunts Catsup	.37	.26	.11
Gab Detergent	1.19	.89	.30
Risky Cat Food	1.65	1.25	.40
Eckpoor Hot Dogs	1.29	.99	.30
Bibb'y Corn	.28	.21	.07
Jumbo Eggs	.99	.86	.13
Slam	.78	.67	.11
Pry Vegetable Oil	.59	.49	.10
Feber's White Bread	.43	.41	.02
Suretime Orange Juice	.89	.75	.14
Second Rate Baltine Crackers	.35	.31	.04
Turkey of the Sea Tuna	.49	.39	.10
Tame Giant Size Toothpaste	.78	.67	.11

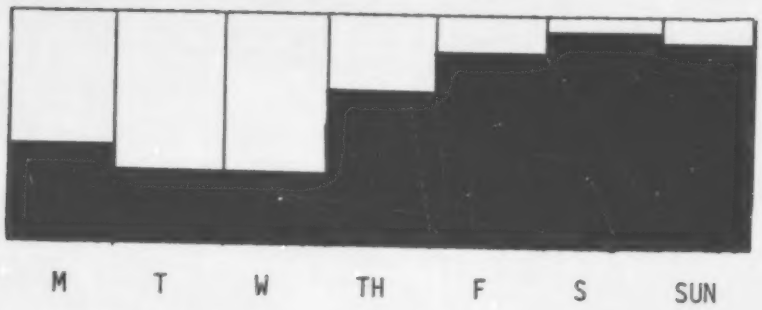
Which of the above items would not likely be used in a restaurant? Risky Cat Food, Tame Giant Size Toothpaste

Why?

Which of these items are not considered food items? Gab Detergent, Risky Cat Food, Tame Giant Size Toothpaste

Reference Sheet #15a

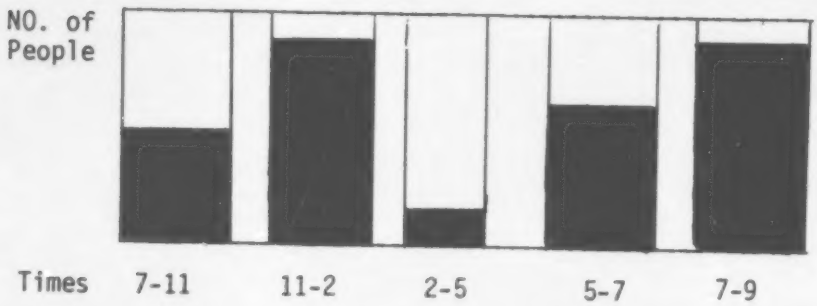
Answers for Activity Sheet #24a



By looking at the above graph, tell which 3 days will the most waitresses be working.

Answers:

1) _____ 2) _____ 3) _____



By looking at the above graph, tell the 2 times during the day when the chef will need the most help.

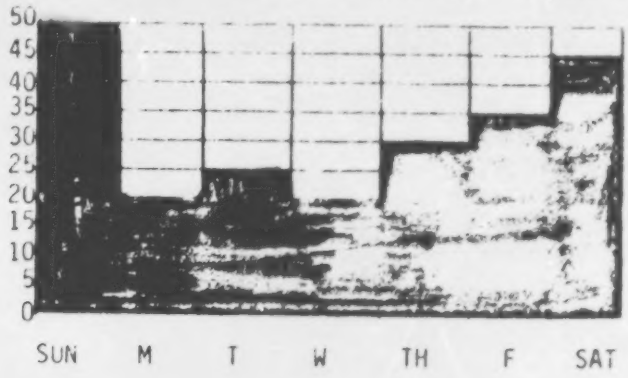
Answers:

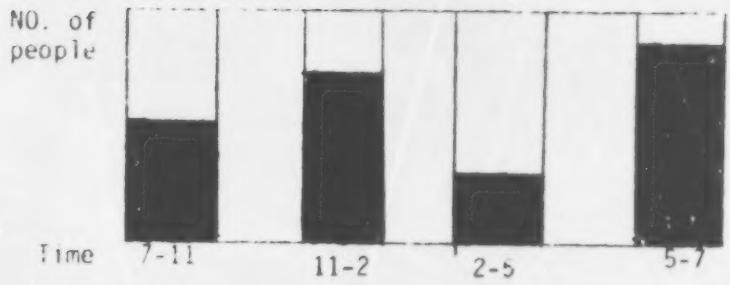
1) _____ 2) _____

Reference Sheet #15b

Answers for Activity Sheet #24b

Make your own graph. On Sunday, 50 pounds of hamburger were used; Monday, 20 pounds; Tuesday, 25 pounds; Wednesday, 20 pounds; Thursday, 30 pounds; Friday, 35 pounds; and on Saturday, 45 pounds.





List the hours in order starting with the busiest time of the day to the slowest.

1. 5-7
2. 11-2
3. 7-11
4. 2-5

Reference Sheet #16

Answers for Activity Sheet #23

1. Another name for frankfurter.
2. What you might pour on potatoes.
3. Another name for a sweet potato.
4. Some people like _____ on hot dogs and sandwiches.
5. Cows give milk. Then it goes to the _____ where it is put in containers.
6. If you want your cereal to be sweet, put _____ in it.
7. A carrot grows under the ground. The part that we eat is really a _____.
8. When I bite something, I bite it with my _____.
9. A ground-beef on a bun.

Activity Sheet #1

Name_____

Date_____

In America we call different types of restaurants by many different names. Match the following types of restaurants with the descriptions below.

A. drive-in

B. grill

C. pancake house

D. cafeteria

E. supper club

_____ A place where you can get pancakes and other breakfast items.

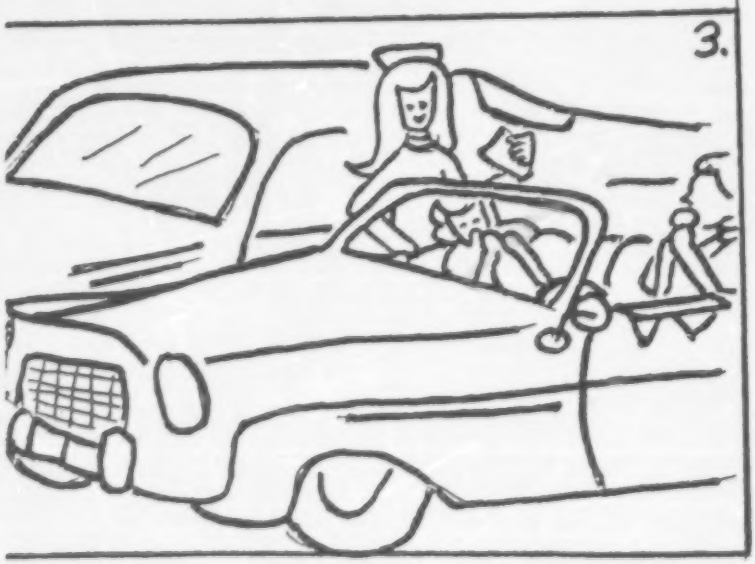
_____ A place with a counter, booth, or tables where you can get a lunch.

_____ A place to get something to drink or eat without going inside.

_____ A place to go for a big meal with several courses.

_____ A place where you can walk through a line and select food already prepared.

Activity Sheet #2a Name_____
Date_____



Activity Sheet #2b

Name_____

Date_____

Look at the pictures on Activity Sheet #2a.

1. Write the numeral of the picture that matches each of these types of restaurants.

   a. grill _____

   b. supper club _____

   c. pancake house _____

   d. cafeteria _____

   e. drive-in _____

2. Which of these types of restaurants do you like the best?_____

   Why? _____

   _____

3. Describe two types of restaurants that you have been in, and tell how they are alike and different.

   ALIKE

   _____

   _____

   _____

   DIFFERENT

   _____

   _____

   _____

Activity Sheet #3

Name _____

Date _____

Discuss the following in your group. Record your group's decision. Share your ideas with the rest of the class.

1. What do all restaurants have in common? _____

2. From where does the food for a restaurant come and how is it delivered?

3. What kind of building houses different types of restaurants and how might they appeal to different people? _____

4. What equipment and furnishings are needed in a restaurant? _____

5. What types of food might be served in different types of restaurants?

MEATS
1.
2.
3.
4.
5.
6.
7.
8.
9.
56
Activity Sheet #4
COMET

Activity Sheet #5

Name_____

Date_____

Look at the workers in the picture of the restaurant on Activity Sheet #4.

1. Identify the following workers by placing the correct numeral after each.

   a. chef _____
   b. busboy _____
   c. dietitian _____
   d. waitresses _____ & _____
   e. host _____
   f. delivery person _____
   g. manager _____
   h. kitchen _____

2. Which people work directly with the customers? _____

   and _____.

3. Name a tool that is used by each of these workers:

   a. chef_____
   b. busboy/busgirl_____
   c. delivery person_____
   d. dietician_____
   e. host/hostess_____
   f. kitchen helper_____
   g. manager_____
   h. waiter/waitress_____

Activity Sheet #6

Name_____

Date_____

1.

TOWN CAFE	
ice cream	.40
milk	.20
sandwich	.40
TOTAL	

2.

TOWN CAFE	
chocolate milk	.25
sandwich	.50
french fries	.20
TOTAL	

3.

TOWN CAFE	
chilli	.60
salad	.25
coffee	.20
TOTAL	

4.

TOWN CAFE	
hot dog	.40
french fries	.35
coke	.20
TOTAL	

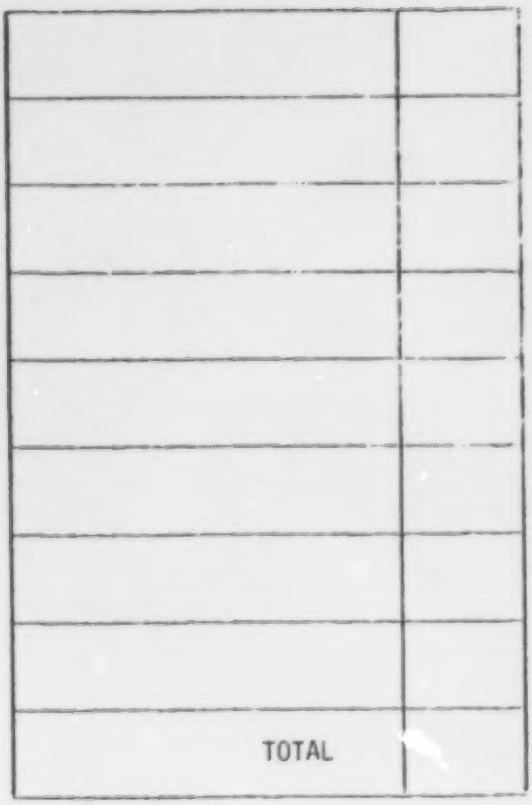
5.

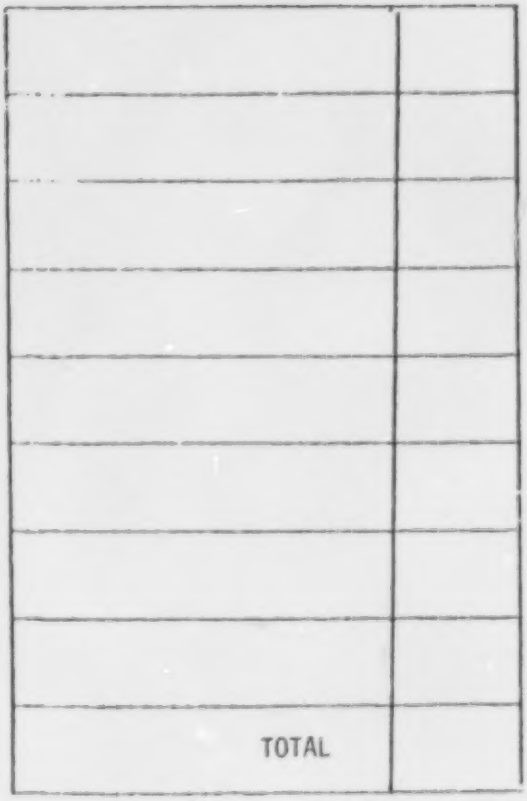
TOWN CAFE	
hot beef sand.	.90
milk	.20
tart	.35
TOTAL	

6.

TOWN CAFE	
2 eggs	.70
juice	.25
sausage	.60
TOTAL	

Activity Sheet #7





1. Cut out several of these.
2. Staple them together.
3. Fasten them to a piece of tag board to make the pad more solid.

FOOD CHART

	SUN.	MON.	TUES.	WED.	THURS.	FRI.	SAT.
FRUITS AND VEGETABLES							
DAIRY PRODUCTS							
BREAD - CEREALS							
MEAT - FOODS							

Name _____

Date _____

Activity Sheet #8

ACTIVITY Sheet #9

Name _____

Date _____

Identify the food group to which each of these foods belongs by writing the correct letter under each picture.

A. Fruits and Vegetables
B. Dairy Products
C. Meat Foods
D. Bread and Cereals

1. _____ Cereal

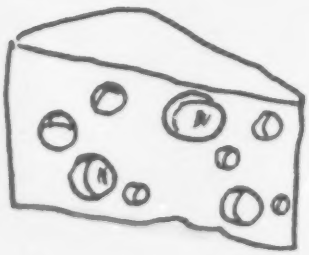
2. _____ Turkey

3. _____ Milk

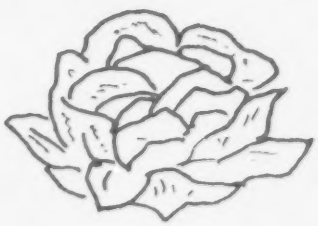
4. _____ Potatoes

5. _____ Grapefruit

6. _____ Nuts



7. _____ Cheese



8. _____ Lettuce

9. _____ Ham

10. _____ Pears

11. _____ Butter

12. _____ Beets

Activity Sheet #10

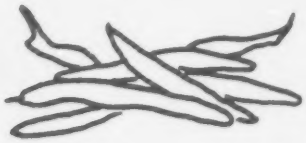
Name_____

Date_____

Identify the food group to which each of these foods belongs by writing the correct letter under each picture.

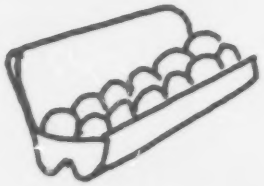
A. Fruits and Vegetables
B. Dairy Products
C. Meat - Foods
D. Bread and Cereals

1._____ Apples



2._____ String Beans

3._____Ice Cream

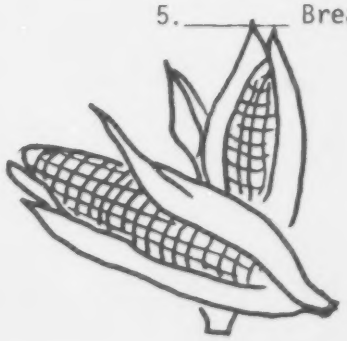


4._____ Eggs

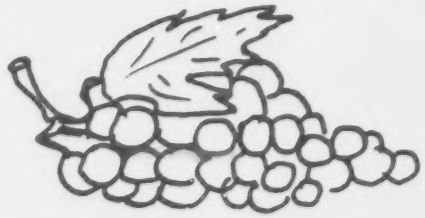
5._____ Bread

6._____Carrots

7._____ Fish



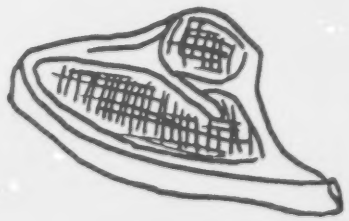
8._____ Corn



9._____Grapes

10._____Tomatoes

11._____ Cherries



12._____ Steak

Activity Sheet #11

Name _____

Date _____

Here are some foods that are in the Meat Group.

hamburgers	bacon	turkey
perch	peanut butter	hot dogs

Name three (3) more foods in this group.

_____ _____ _____

Here are some foods that are in the Fruit and Vegetables Group

cabbage	spinach	oranges
corn	apples	pears

Name three (3) more foods in this group.

_____ _____ _____

Here are some foods in the Milk Group.

cream	milk	cheese
ice milk	cottage cheese	powdered milk

Name three (3) more foods in this group.

_____ _____ _____

Here are some foods that are in the Bread and Cereal Group.

crackers	corn bread	spaghetti
wheat bread	doughnuts	rice

Name three (3) more foods in this group.

_____ _____ _____

Activity Sheet #12a

Name _____

Date _____

If you were shopping, how much money could you save on each of the following items? Use Activity Sheet #12b to compare prices.

Comparing Prices in Sales

ITEM	REGULAR PRICE	SALE PRICE	MONEY SAVED
Grim Coffee			
Bunts Catsup			
Gab Detergent			
Risky Cat Food			
Eckpoor Hot Dogs			
Bibby's Corn			
Jumbo Eggs			
Slam			
Pry Vegetable Oil			
Feber's White Bread			
Suretime Orange Juice			
Second Rate Baltine Crackers			
Turkey of the Sea Tuna			
Tame Giant Size Toothpaste			

Which of the above items would not likely be used in a restaurant? _____

_____

Why? _____

_____

Which of these items are not considered food items? _____

_____

Activity Sheet #12b

Name _____

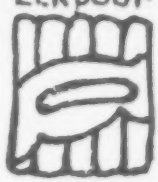
Date _____

GRIM
COFFEE
Reg $1.80
NOW $1.50

BLINT'S
CATSLIP
14 oz Reg 37¢
NOW 26¢

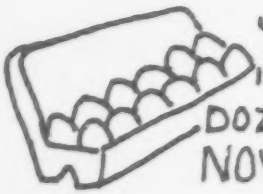
GIANT SIZE
GAB
DETERGENT
Reg $1.19
NOW 89¢

RISKY
CAT FOOD
Reg 3 for $1.65
NOW 3 for $1.25



Eckpoor
ALL MEAT
HOT DOGS
Reg $1.29
NOW $.99

BIBBY'S
CORN
Reg 28¢
NOW 21¢



JUMBO
EGGS
DOZ. Reg 99¢
NOW 86¢

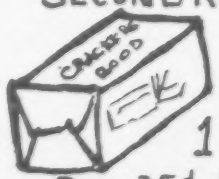
SLAM
Reg 78¢
NOW 67¢

DRY VEGETABLE
OIL 24 oz.
Reg 59¢
NOW 49¢

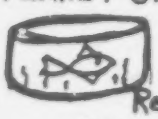
FEBER'S
WHITE
BREAD
Reg. 43¢
NOW 41¢

SURETIME
ORANGE
JUICE
Reg. 89¢
NOW 75¢

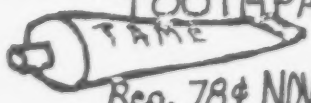
SECOND RATE
BALTINE
CRACKERS
1 LB. BOX
Reg. 35¢ NOW 31¢



TURKEY OF THE SEA
TUNA
Reg 49¢ a can
NOW 39¢



TAME GIANT SIZE
TOOTHPASTE
Reg. 78¢ NOW 67¢



MARVIN'S
MARKET
CLOSED SUNDAYS

Activity Sheet #12c

Name_____

Date_____

Using ads from newspapers or fliers from different stores, compare the prices of different items such as those listed below.

Comparing Store Prices

FOOD	PRICE STORE 1	PRICE STORE 2	PRICE STORE 3	STORE WITH LOWEST PRICE
milk				
margarine				
potatoes				
salt				
bread				
coffee				
peanut butter				
can of peaches				
mayonnaise				
vegetable oil				
flour				
bread				
frozen orange juice				
large eggs				
ground beef				
lettuce				
hand soap				
can of peas				
round steak				

Activity Sheet #13

Name _____

Date _____

You have received these items at the restaurant. You are ready to store these items. Place each item in the proper column.

pork chops	knives	rice
table cloth	cheese	fresh spinach
fresh tomatoes	glasses	ladle
grease	chicken	dish soap
skillet	flour	chef's hat
white bread	cups	ice cream
aprons	canned corn	dish towels
eggs	cookie sheet	mustard
scouring pads	lettuce	butter
orange juice	napkins	scouring powder
spoons	vegetable oil	hamburger
soup bowls	spatula	fish

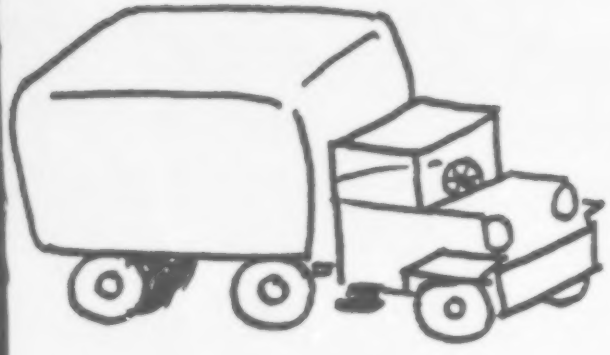
Cleaning Products	Dishes & Silverware	Unrefrigerated Foods	Frozen or Refrigerated Foods
Cooking Untensils	Linen		

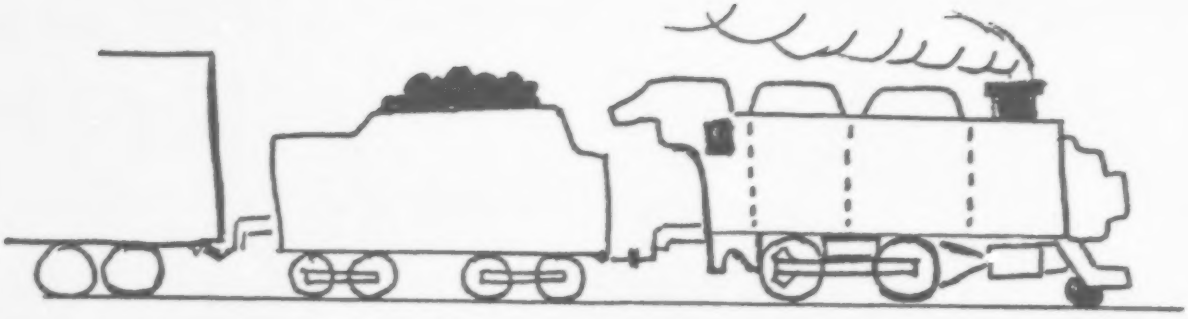
Activity Sheet #14

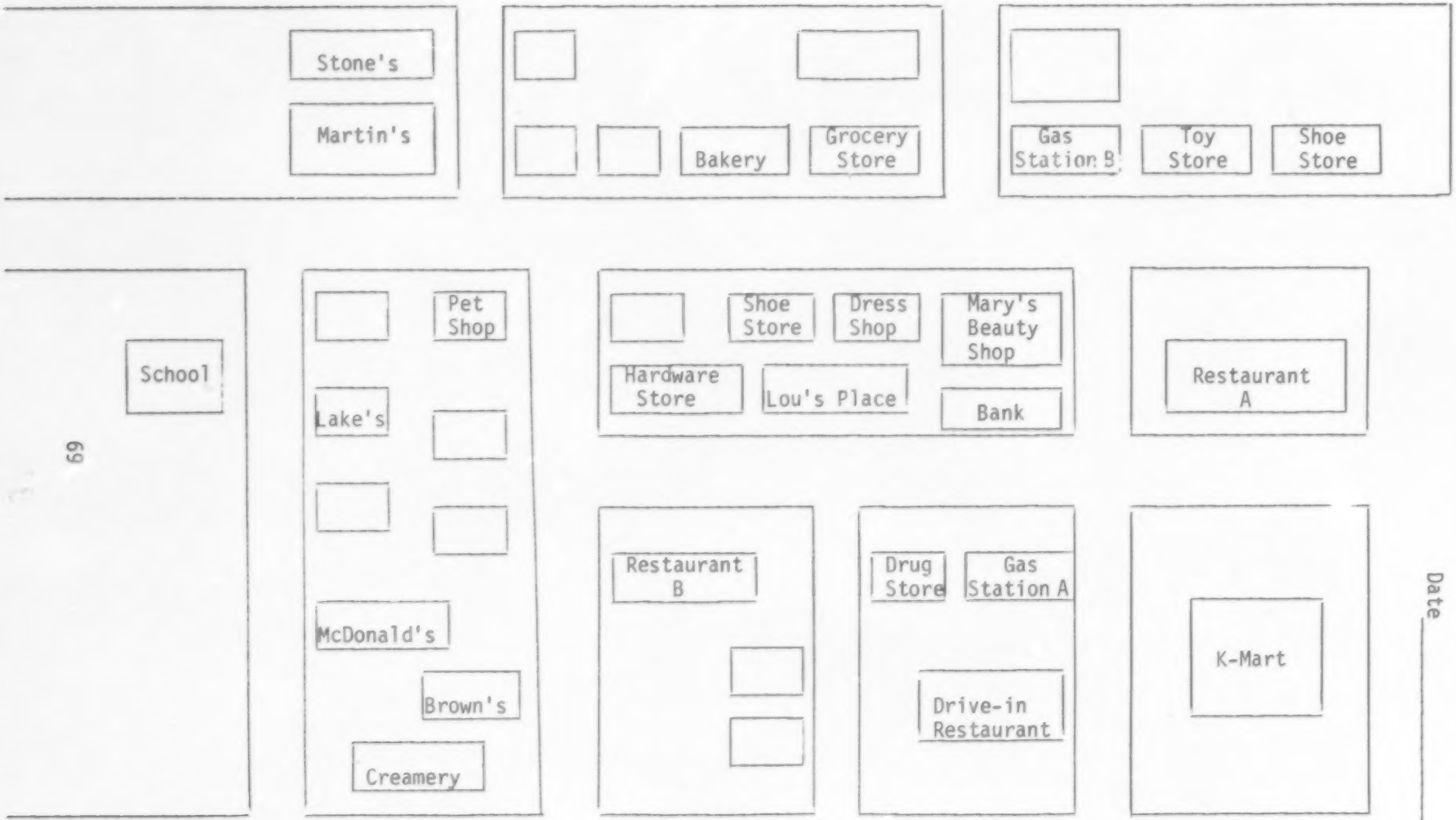
Name_____

Date_____

How do these workers help the Restaurant Industry?







1. The milkman has to deliver milk to the following places: Drive-in restaurant, grocery store, Restaurant A and Restaurant B. With a red crayon, trace the shortest route he might follow.

2. Mr. Green, from the bakery, must deliver bread to the grocery store, Restaurant B, the drug store, Restaurant A, and Gas Station B. With a green crayon, trace the quickest route he might follow.

Activity Sheet #15

Name _____

Date _____

Activity Sheet #16

Name_____

Date_____

1. mr and mrs johnson ate fish friday evening

2. the waitress was busy that friday night

3. dave and janie watched the chef make spaghetti

4. i had hamburgers. do you like them

5. in december we have a christmas party at the restaurant

6. the restaurant is on high street in coloma michigan

7. miss adams decorates the tables with small christmas trees

8. our waitress, mrs hanks, was very helpful to all the guests

9. a special guest was there: santa claus

Activity Sheet #17

Name_____

Date_____

USE SAW OR SEEN

1. I _____ the busboy fill the water glasses.

2. Have you _____ the waitress carry her tray?

3. She _____ me watching her; she almost dropped her tray!

4. After I had _____ the menu, I ordered hamburgers anyway.

5. Mom said I should have _____ something else I liked.

6. I watched the chef make my hamburger. That was something I had never _____ before.

7. He _____ me watching, and he winked. Wonder if I would be a good chef?

Activity Sheet #18

Name _____

Date _____

UNSCRAMBLE THE WORDS

1. STAKREBAF _____
2. NUME _____
3. NULCH _____
4. FACE _____
5. NEDINR _____
6. BELAT _____
7. HIRAC _____
8. YOMEN _____
9. FHEC _____
10. HAWS _____
11. KOCO _____
12. DOFO _____
13. REGEVBEA _____
14. NINKAP _____

CAFE	BEVERAGE	COOK
CHAIR	NAPKIN	CHEF
BREAKFAST	MENU	MONEY
DINNER	TABLE	FOOD
WASH	LUNCH	

Activity Sheet #19

Name_____

Date_____

UNSCRAMBLE THE WORDS

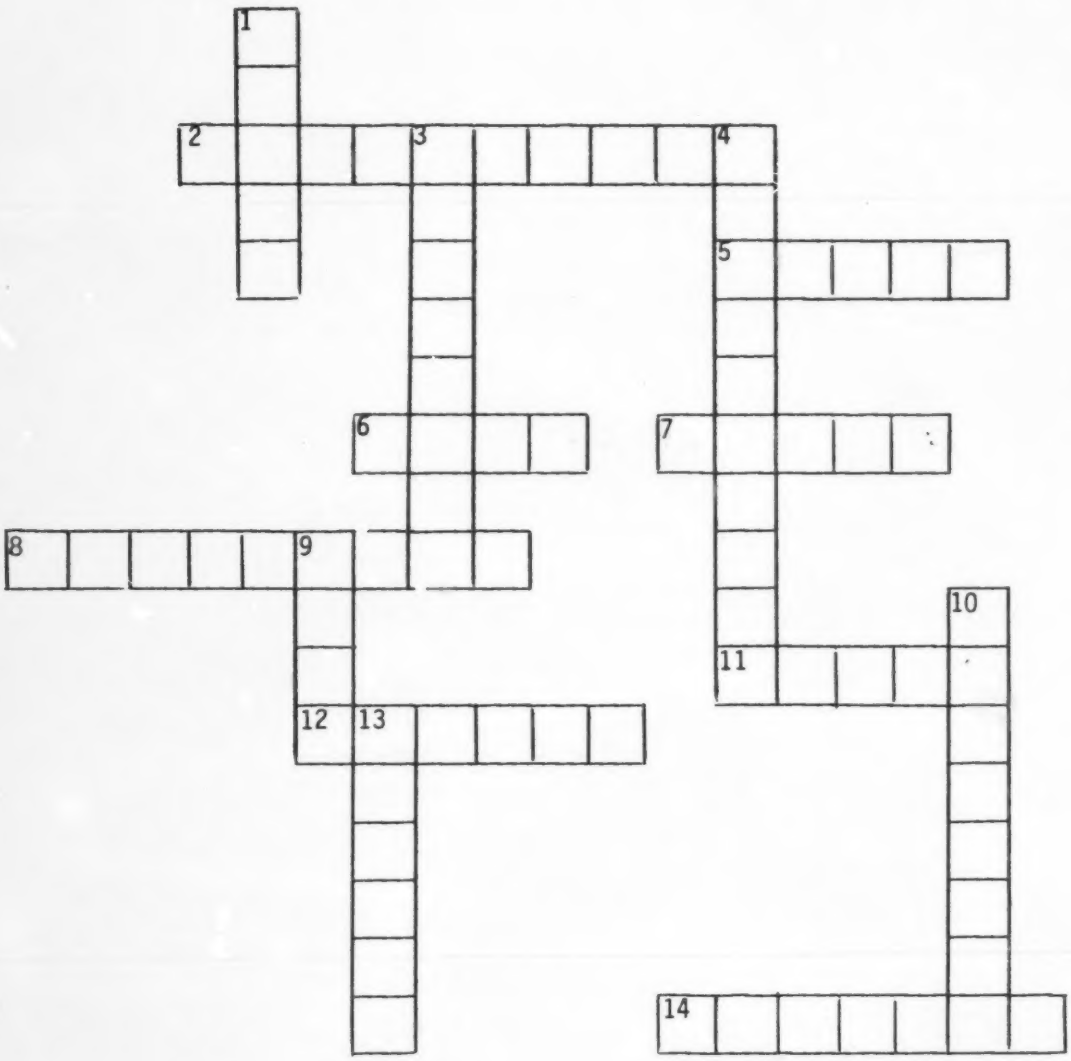
1. SEHDIS_____
2. HENCKIT_____
3. TESRAIWS_____
4. WRITAE_____
5. SUB YOB_____
6. FINEK_____
7. VINESK_____
8. ROFK_____
9. POSON_____
10. PUC_____
11. PELAT_____
12. CASUER_____
13. SLAGS_____
14. WOBL_____
15. STARENURTA_____
16. HIDS_____

GLASS	SAUCER	FORK
DISHES	DISH	KNIFE
CUP	PLATE	RESTAURANT
BOWL	WAITER	WAITRESS
KITCHEN	SPOON	KNIVES
BUS BOY		

Activity Sheet #20a

Name_____

Date_____



Activity Sheet #20b

Name_____

Date_____

BREAKFAST	RESTAURANT	WAITRESS	LUNCH
KITCHEN	NAPKIN	KNIVES	SPOON
DISHWASHER	BEVERAGE	FORK	MENU
TABLE	KNIFE		

Across

2. Who washes the dishes?
5. With what do you eat soup?
6. What do you look at before placing your order?
7. We eat _____ at noon.
8. You usually eat bacon and eggs for _____.
11. The bus boy usually sets the _____.
12. The cook has many sharp _____for cutting different foods.
14. The cook works in the _____.

Down

1. We spread our butter with a ____.
3. Who takes your order at a restaurant?
4. We are studying the workers in a _____.
9. To eat meat we use our_____
10. Another name for a drink is a _____.
13. You wipe your face with a _____.

Activity Sheet #21

Name _____

Date _____

S E L B A T D A F P D N A T S S U B E

E M V P N A P K I N S M U I D E M S N

Y O B S U B X C L I K D P P M L T N O

S C L R P N K O L I N G O N R P F R D

Y L Y E I U A V S R A B O O O O W U L

A E V I P O E E A C H I N G F E E T L

R W S H B R R R L Q T K H H I P C E E

T J Q S W V E S T C P G O S N O H R W

H S N A I Z L R A L O Y T I U T A R G

S R R C K R C F N R S M E N U R R D L

A E E S E H S I D E K B T H O E G N A

L M O R M I G E P C H E H O S T E S S

R O X O T I R L E C R C T T C A N E S

I T S A D T L H P V Y S T L O C C T E

K S S L A I C E P S T A T I O N E U S

K U O A P R O N E I J F R M K Z G P A

S C M S U O E T R U O C H T O O B S I

Aching feet
Apron
Ashtrays
Bar
Booth
Busboy
Bus stand
Cash
Cashier
Cater to people
Charge
Check
Clean-up
Cold
Cook
Counter
Courteous
Covers
Customers
Dishes
Fill salt and pepper
Food
Glasses
Gratuity
Hostess
Hot
"It's too rare!"
Kitchen
Lingo
"Medium"
Menu
Napkins
Order
Pick up
"Rare"
Satisfaction
Service
Set-ups
Silverware
Smile
Specials
Spill
Station
Tab
Returns
Rush
Tables
Thanks
Tip
Tongs
Tray
Uniform
Welcome
"Well-done"
"Yes sir"

Activity Sheet #22

Name_____

Date_____

Unscramble This Paragraph

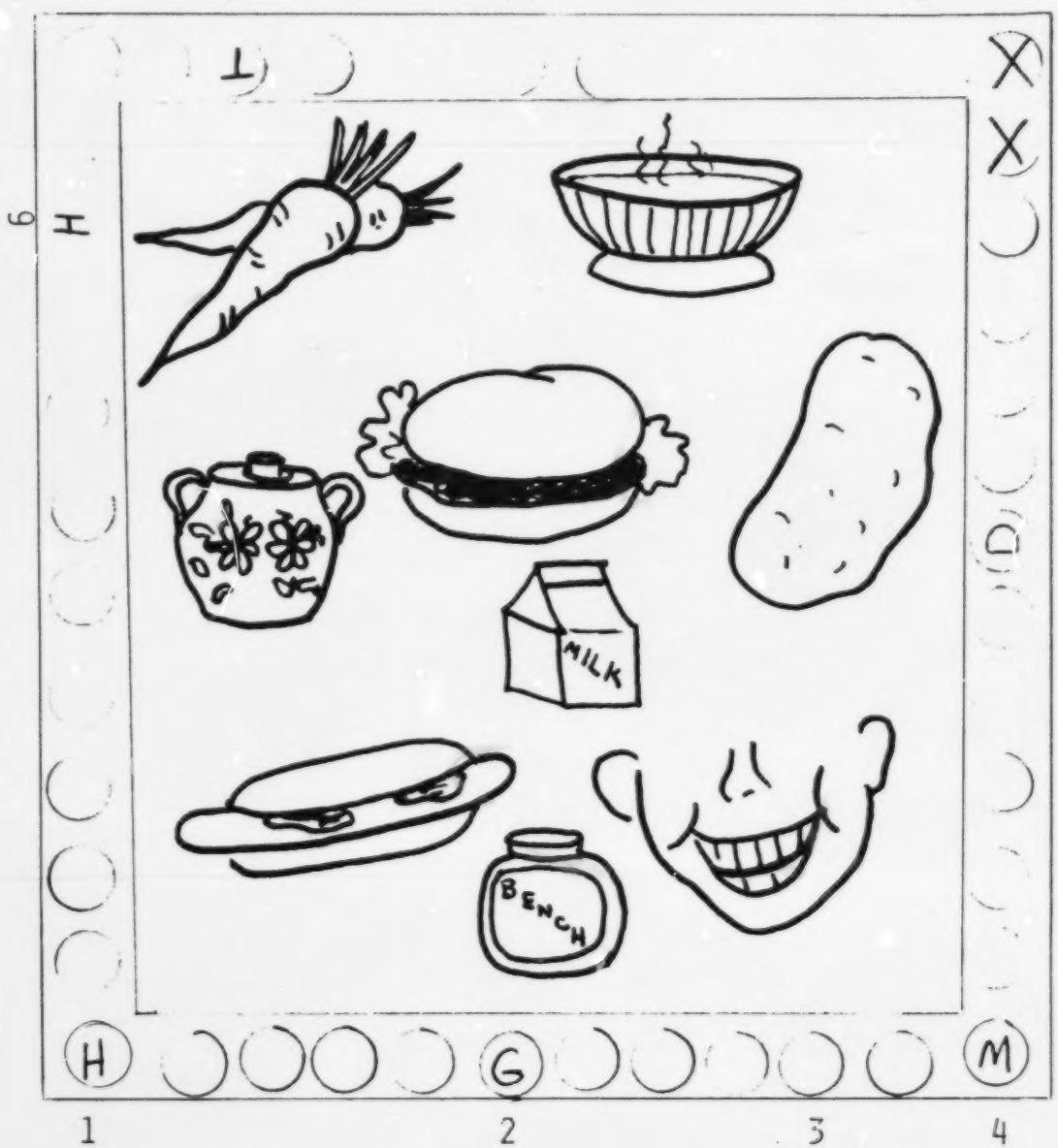
First, you must crack the eggs and drop them into a small bowl. Finally, put them on a plate and serve with juice, toast, and coffee. Then you must add milk and salt to the eggs and beat them. It is fun to make scrambled eggs to surprise mom at breakfast. Next, pour the eggs into a greased pan and stir them when they begin to cook.

Activity Sheet #23

Name_____

Date_____

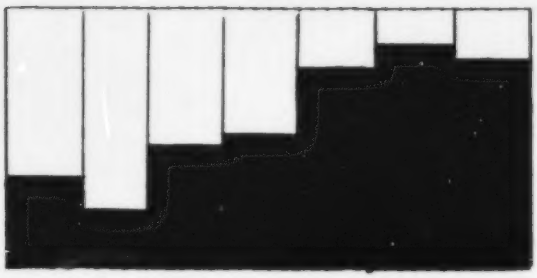
1. Another name for frankfurter.
2. What you might pour on potatoes.
3. Another name for a sweet potato.
4. Some people like _____ on hot dogs and sandwiches.
5. Cows give milk. Then it goes to the _____ where it is put in containers.
6. If you want your cereal to be sweet, put _____ in it.
7. A carrot grows under the ground. The part that we eat is really a _____.
8. When I bite something, I bite it with my _____.
9. A ground-beef patty on a bun.



Activity Sheet #24a

Name_____

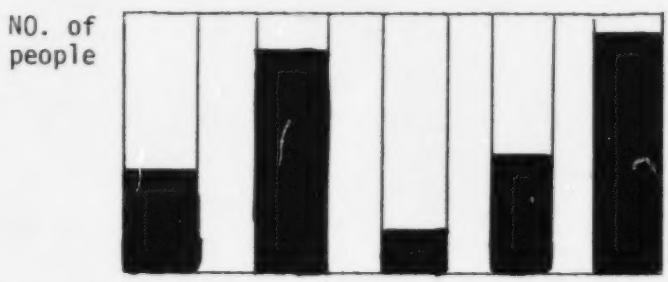
Date_____



M T W TH F S SUN

By looking at the above graph, tell which 3 days will the most waitresses be working.

1) _____ 2) _____ 3) _____



By looking at the above graph, tell the 2 times during the day when the chef will need the most help.

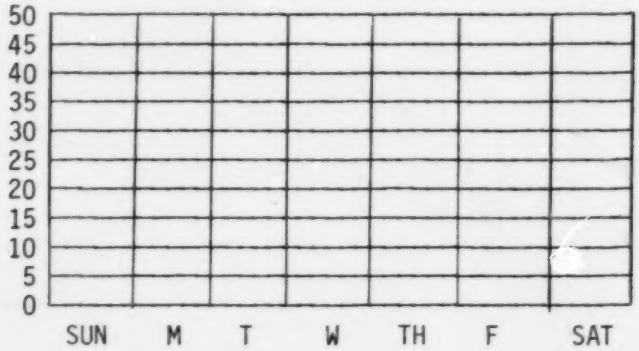
1) _____ 2) _____ 3) _____

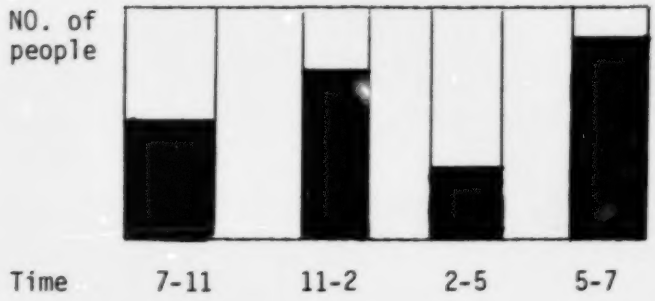
Activity Sheet #24b

Name_____

Date_____

Make your own graph. On Sunday, 50 pounds of hamburger were used; Monday 20 pounds; Tuesday, 25 pounds; Wednesday, 20 pounds; Thursday, 30 pounds; Friday, 35 pounds; and on Saturday, 45 pounds.





List the hours in order starting with the busiest time of the day to the slowest.

1. _____

2. _____

3. _____

4. _____

Activity Sheet #25

Name_____

Date_____

1. Mr. Bently had Jim work 4 hours on Monday, 3 hours on Tuesday, 5 hours on Friday, and 4 hours on Saturday. How many hours did Jim work?

_____

2. Mrs. Lander received 15 dozen eggs on Monday. She had 6 dozen eggs left on Tuesday. How many dozen eggs did the restaurant use?

_____

3. Mr. White bought some new knives for $265.00 and some new forks for $324.00. How much money did he spend?

_____

4. One week Mr. Rick spend $967.00 for beef at the restaurant. The next week he spend $952.00 for beef. How much more did he spend the first week?

_____

5. During lunch Mr. Power's restaurant served 53 people, and during dinner he served 74 people. How many did he serve altogether?

_____

Activity Sheet #26

Name_____

Date_____

1. One day Mr. Jones the manager bought 3 cases of meat for $9.00 a case. How much did all the meat cost? _____

2. Mr. Jones was making out paychecks. He has 5 waitresses. They each earned $50.00. How much did his waitresses cost him? _____

3. The chef needs 207 buns for lunch. He has 72, how many more does he need? _____

4. The kitchen helper checked the stock of quicky dinners. There were 208 on the shelf. The chef asked him to bring 95 to the kitchen, how many were left? _____

5. The dietician was checking the weight of the meat servings. Each serving was supposed to be 6 ounces. One serving she checked weighed 4 ounces, was this serving too little or too much? _____

6. Jack the kitchen helper peeled 128 potatoes on Monday, 93 on Tuesday, 64 on Wednesday, 21 on Thursday and 98 on Friday. How many potatoes did he peel in all? _____

7. The bus boy was polishing silverware. He polished 200 knives, 400 forks and 600 spoons. How many pieces did he polish? _____
Of what did he polish the most? _____

8. The manager for a new restaurant was ordering new plates. He ordered 250 dinner plates and 190 lunch plates. How many more dinner plates than lunch plates did he order? _____

Activity Sheet #27

Name_____

Date_____

1. The Popper family was going out to dinner. There was Grandpa and Grandma, Dad and Mother, Uncle Sam and Aunt Jane, Cousin May, Cousin John, Susy, Paul, and Jack. How many places need to be reserved at the restaurant? _____

2. Mrs. Hamlin bought a hot dog for 65¢, a milk shake for 70¢ and french fries for 35¢. How much did her lunch cost? _____

3. Fifty people arrived at Jack's Fine Foods. Mrs. Johnson the hostess seated 15 people at Table A, 15 people at Table B, and the rest at Table C. How many people were seated at Table C? _____

4. Fourteen people from Room 20 made reservations at the Bus Stop Restaurant. If 2 people sit at each table how many tables will they need? _____ _____

5. The dining room was set up for a meeting, there were 102 chairs. The manager told the helpers to set up 12 tables with 4 chairs at each table for the dinner period and remove the rest of the chairs to the storage room. How many chairs were put in storage? _____

6. The waitress was reporting her earnings in tips to the cashier. She had received 7 one dollar bills, 6 quarters, 12 dimes, 8 nickels, and 2 pennies. How much money did she report for the day? _____